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ABSTRACT

This report presents a U.S. Department of Housing and Urban Development Community Outreach Partnership Center (COPC) grant that enabled Arizona State University (ASU) to form a partnership where ASU applied university research and expertise to some of Phoenix's most difficult urban problems. COPC activities were designed to address needs identified by the community in the areas of economic development, community organizing and planning, and education and work-force development. The text outlines the origins and purpose of COPC, how the COPC team was assembled, and how the foundation for COPC work was laid. It shares details on project implementation, describing the use of expanded community outreach, the application of research, and the publication of research reports and findings. The lessons learned, collaboration and partnership building, and disseminating results are also provided. On balance, the ASU COPC community feedback was positive and affirming. It is suggested that if outreach and applied scholarship are to become integrally woven into the fabric of university practice, institutional endorsement must be explicit. Five appendices provide information on ASU COPC, feedback from community partners, and information on student community service. (RJM)

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Final Report
March 1998

Reaching Out to Neighborhoods: Communities and Universities Working Together

Arizona State University

Community Outreach Partnership Center

Prepared for:
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Reaching Out to Neighborhoods: Communities and Universities Working Together

Arizona State University
HUD Community Outreach Partnership Center

FINAL REPORT

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ASU's Community Outreach Partnership Center project was a multi-disciplinary research effort involving 21 faculty and staff, as well as multiple community and City of Phoenix partners. Each participant named below contributed significantly to the overall success of the project:

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Key Civic Partners

COMMUNITY MEMBERS—Dr. John Baracy, Ms. Guadalupe Baca, Mr. Pablo Curiel, Mr. Armando Gandarillo, Mr. Joe Garcia, Dr. Sheila Harris, Mr. John Hart, Mr. Felix Moreno, Ms. Barbara Ortega, Ms. Victoria Ramirez, Ms. Luz Rios, Mr. Michael Rivera, Ms. Mary Varela, Mr. George Young
CITY OF PHOENIX—Mr. Jacques Avent, Ms. Carolyn Bristo, Mr. Raul Daniels, Ms. Kathy Flemons, Sgt. Mike Giammarino, Ms. Jan Hatmaker, Ms. Gloria Hurtado, Ms. Tammy Perkins, Deputy Fire Chief Bobby Ruiz, Ms. Maryann Ustick, Honorable Cody Williams, Ms. Karen Williams, Mr. Ed Zuercher

Reaching Out to Neighborhoods: Communities and Universities Working Together

FINAL REPORT
Arizona State University Community Outreach Partnership Center

EXECUTIVE SUMMARY

Overview

The U.S. Department of Housing and Urban Development's Community Outreach Partnership Center (COPC) grant provided the impetus for ASU to form a partnership applying university research and expertise to some of Phoenix' most difficult urban problems. As grant manager, the Morrison Institute for Public Policy coordinated a multi disciplinary team of senior ASU faculty, city staff, and community residents who worked collaboratively to reverse neighborhood deterioration. A primary goal of COPC was to empower local residents with the skills and knowledge necessary to maintain the momentum of the revitalization process. ASU's COPC team included 21 faculty and staff from eight different departments and five colleges.

The Central City and South Mountain Urban Villages of the city of Phoenix were the primary focus of COPC activity. In addition, targeted outreach assistance was directed to a specific neighborhood known as Rio Vista. This approach allowed COPC to coordinate its efforts with Phoenix' Enterprise Community plan, as well as bring additional resources to a neighborhood in need.

COPC activities were designed to address needs identified by the community in the areas of economic development, community organizing and planning, and education and workforce development. Specific activities included: providing small business technical assistance; increasing citizen participation and developing local empowerment strategies; researching and formulating workforce development policies and programs; facilitating school-to-work transition efforts; providing bilingual injury prevention information; creating a neighborhood-based tutoring program; assisting with the development of at-risk youth services; conducting a neighborhood Charrette; increasing access to social services information; and, organizing neighborhood clean-ups that attracted the participation of over 100 ASU student and faculty volunteers.

Project Achievements

With its COPC funds, ASU sought to develop a comprehensive, multi disciplinary urban outreach effort that was applied in nature, multifaceted in approach, and rewarding in scholarly output. Accomplishments have been numerous, particularly in light of the fact that COPC marked ASU's first attempt at a multi disciplinary response to local urban distress. Prior to the advent of the HUD grant, ASU's history of community interaction was

characterized typically by ad hoc, "single shot" projects of limited duration and narrowly defined goals. The COPC approach has been well received, earning a citywide reputation as an effective and powerful resource for community development and neighborhood capacity building. Significant gains were achieved in citizen empowerment, university-community partnership building, and applied research strategies. The end result was a project in which faculty and students shared knowledge and skills with local residents, while simultaneously learning from the communities served.

Specific achievements included:

Rio Vista Neighborhood Outreach

- ✓ Creating an ASU-sponsored tutoring program which served over 100 César Chavez Elementary School pupils during a two year period;
- ✓ Facilitating the creation of the Rio Vista Block Watch, the community's first viable neighborhood association;
- ✓ Procuring over $15,000 in city-funded grants to underwrite public safety and community organizing activities undertaken by the Rio Vista Block Watch;
- ✓ Attracting over 90 residents to a neighborhood needs assessment and prioritization meeting;
- ✓ Securing commitments from city officials to install 10 new street lights in Rio Vista;
- ✓ Arranging for ESL classes to be taught in Rio Vista; 48 students enrolled, and one resident was hired as an instructor;
- ✓ Empowering Rio Vista residents with the skills necessary to plan and execute neighborhood clean-ups; during the course of COPC, three were held, in which participation totaled over 150 ASU students, 15 faculty and 100 residents; and,
- ✓ Through COPC community organizing techniques, sowing the seeds for long-term involvement in, and support of, the Rio Vista Block Watch—monthly meetings consistently average 25 participants and Phoenix police representatives routinely attend.

Outreach to Community-at-Large

- ✓ Hosting a community dialogue for citizen activists with urbanologist Neal Peirce; in addition, Peirce was the featured speaker at a COPC-sponsored lunch attended by 60 of the city of Phoenix' highest ranking management staff and elected officials;
- ✓ Providing technical assistance and action research that resulted in the city of Phoenix reprogramming $350,000 of EC funds for a Job Linkages program for inner-city residents;
- ✓ Delivering technical assistance to 15 small businesses located in the COPC target area;
- ✓ Organizing a School-to-Work Colloquium in which a mix of superintendents, teachers, counselors and business leaders participated;
- ✓ Sponsoring a grant writing and resource development workshop for neighborhood groups citywide; and,
- ✓ Creating a youth services providers coalition, which also organized a youth services conference attended by over 50 participants.

Applied Scholarship

- ✓ Focusing two ASU geography classes, and two Architecture studio classes, on research and design projects relating to the Rio Vista neighborhood; for many of the 75 ASU students involved, it was their first exposure to Phoenix' South Mountain community;
- ✓ Sponsoring a Rio Vista-oriented charrette involving over 50 students who examined land use, housing, recreation and community development issues;
- ✓ In response to needs articulated by both the COPC and the EC Advisory Committees, faculty from the Geography Department, the Center for Business Research and the Morrison Institute produced a variety of reports which were used to create a Job Linkages program aimed at connecting inner-city residents with locally available jobs;
- ✓ Facilitating the translation into Spanish of an "Urban Survival" safety prevention program administered by the Phoenix Fire Department;
- ✓ Research jointly conducted by a Public Affairs Professor and an Architecture professor sought to improve information dissemination about available social services by creating an on-line directory of information that can be displayed spatially, and aggregated at the county, urban village or Rio Vista neighborhood levels; and,
- ✓ College of Education faculty researched the extent to which opportunities exist for youth in Phoenix' inner-city to participate in activities emphasizing leadership development skills.

Lessons Learned

Arizona State University's COPC strategy was often a "work in progress," with partners continually probing, collaborating and even experimenting, to put together a multi disciplinary effort that would be meaningful to both the Academy and the community. In the process, many lessons were learned. Significant among them were:

Outreach vs. Research - The Capacity of the University

1. If outreach and applied scholarship are to become integrally woven into the fabric of university practice, institutional endorsement must be unambiguous and support explicit.
2. "Action research" and "scholarship" are not mutually exclusive—outreach can become an effective vehicle for expanding the knowledge base and publishing journal articles while also contributing to the public good.
3. Funding, alone, however, will not guarantee successful outreach and applied research projects; faculty need more training relating to the goals and processes involved in such work.
4. University-sponsored urban outreach efforts are often labor intensive and require a basic understanding of community organizing techniques in order to be successful. This may be an impediment to creating multi disciplinary teams of professors whose areas of expertise are narrowly defined, and who have specific teaching commitments they must meet.

5. Despite the obstacles cited, universities have real strengths that can influence empowerment objectives and community development goals. Foremost among them is the ability to provide technical assistance and expertise in an array of disciplines, thus providing residents with a range of resources to address neighborhood needs. Further, as neutral conveners of urban improvement efforts, faculty are in unique positions to remain above the conflicts that mark local politics and neighborhood control issues. Finally, universities can provide the energy and vigor of student involvement, which can be realized through both community service projects as well as action research and technical assistance.

Collaboration and Partnership Building

1. Within the university, collaboration *across* program areas can be difficult to achieve; consequently, comprehensive, multi disciplinary urban outreach efforts are best supported by institutional structures (*e.g.*, designated centers) created specifically for that purpose.
2. University faculty and students are intrinsically "outsiders" in the eyes of local residents, therefore, projects involving sweat equity can often "buy" legitimacy for university members seeking to establish trust among neighborhood residents.
3. Citizen participation and empowerment can be achieved by approaching problem mitigation in a step-wide manner, *i.e.*, tackling the easiest issues first, then building upon problem resolution skills developed to address subsequent—and more difficult—concerns.
4. Because local government support—or lack thereof—can significantly impact the success of a COPC, it is important to identify expectations and establish trust early on, and maintain information exchange throughout the life of the project.

Conclusion

Ultimately, university-community partnerships will succeed or fail at the local level. Evaluations and benchmarking not withstanding, local residents, not federal authorities, academics or city officials, will determine project value and relevance. On balance, in the case of the ASU COPC, community feedback has been positive and affirming. The work of the ASU COPC has been recognized and publicly acknowledged by elected officials, community leaders, and Rio Vista residents. Neighborhoods throughout the city have requested similar assistance for local improvement projects. Meeting that demand will depend largely on the ability—or commitment—of the university to institutionalize COPC-type efforts. By institutionalization, it is meant the continuation of university-endorsed urban outreach programs that have access to secure and steady funding and are recognized and supported by the administration. As ASU seeks to strengthen ties with greater Phoenix, its toolbox of effective strategies should include an emphasis on community partnerships and urban-oriented applied scholarship.

Arizona State University Community Outreach Partnership Center

Final Report

HUD Agreement COPC-AZ-94-004

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"We always wanted to make things better in our neighborhood, but we didn't know how until ASU helped us."

—Mary Varela, Rio Vista neighborhood resident, commenting in a local press interview

I. INTRODUCTION

In September, 1995, six Arizona State University faculty attended "Back to School Night" at south Phoenix's César E. Chavez Community School. Their purpose: to introduce themselves and the university's Community Outreach Partnership Center (COPC) to residents of the Rio Vista neighborhood, the area served by the Chavez school. With the aid of the school principal, Michael Rivera, and a Spanish-language interpreter, the faculty greeted parents and students. They explained that for the next two years, they would like to work with residents to improve neighborhood conditions and impart empowerment skills that would enable citizens to continue the momentum on their own.

The reception was polite, but not forthcoming. The ASU COPC coordinator, however, was not discouraged. After all, a polite reception was far preferable to the response the COPC project had received earlier in the Spring when announcement of the HUD-funded grant to the university made the rounds in Phoenix' South Mountain Village. At that time, local neighborhood leaders voiced skepticism, at best, and absolute opposition, at worst. The charges levied were succinct and direct—ASU had been here before; many times before, in fact. And each time was the same. Professors and students would ask a lot of questions, write a report, get published in a journal, and disappear from the community, leaving little behind in the way of change or progress. This time, when news of a grant for over half a million dollars hit the streets, community activists were united in their response, "Give the money to *us*. We know what to do with it. ASU doesn't have to tell us what our problems are or how we should solve them."

From the time the COPC grant announcement was made, the gauntlet was laid. No more research, said the community. No more plans to sit on a shelf. We want action. Don't come here if you are not going to make a tangible difference. The community consensus was clear, and ASU's response reassuring—this is a different kind of grant. This is not merely for research. The goal is to deploy multi disciplinary assistance that will improve neighborhood conditions while empowering local residents with the skills and knowledge needed to move forward on their own. Having thus reassured community leaders in the greater South Phoenix area, the ASU COPC team began the process of building trust in the neighborhood targeted for university outreach and technical assistance. The first step was meeting with Chavez School parents that September night in the school cafeteria. The process concluded at the end of the following school year (May, 1997) when over 200 Rio Vista residents met in the same cafeteria to celebrate with ASU faculty and students the successes that had been achieved in the intervening months. Also attending the festivities were local political leaders and City of Phoenix staff who, initially also skeptical, eventually embraced the COPC partnership,

helping to promote community-based improvements in one of Phoenix' most neglected neighborhoods.

The ASU COPC experience traversed unchartered territory for this metropolitan university. It brought together a multi disciplinary group of faculty charged with the responsibility of improving a neighborhood and empowering residents, rather than undertaking traditional roles of research and writing. There were successes and failures; there was progress and regress; and there were many lessons learned, regarding both the "fit" and the capacity of universities to undertake community empowerment projects. This final report explores the odyssey of ASU's Community Outreach Partnership Center venture.

II. ASU'S COMMUNITY OUTREACH PARTNERSHIP CENTER: ORIGINS AND PURPOSE

Receipt of the HUD-sponsored Community Outreach Partnership Center (COPC) grant in the spring of 1995 provided Arizona State University with the opportunity to undertake an applied scholarly venture of significant dimension. As the only accredited four-year degree granting university in the Phoenix metropolitan area, ASU certainly has a history of community participation and interaction. That involvement, however, typically has been marked by ad hoc, "single shot" projects with narrowly defined goals and limited duration. The COPC grant, however provided the university with resources—and, consequently, the impetus—to sponsor a comprehensive, multi disciplinary outreach program for local urban communities. Its successful implementation has allowed ASU to begin to establish a reputation—and a prototype—for urban outreach that is applied in nature, multifaceted in approach, and rewarding in scholarly output. It has also been beneficial to neighborhood residents, and has improved university relationships with city of Phoenix staff and political leaders.

On the whole, ASU's COPC has produced an impressive record of accomplishments. Notable progress has been achieved in community empowerment efforts, applied research and outreach, partnership building, collaboration and communication. University faculty and students have shared knowledge and skills with local residents, while simultaneously learning from the communities served.

Putting Together the COPC Team

From the start, applying for the COPC grant was a gamble for ASU. Unlike many urban and metropolitan universities throughout the nation, ASU had no established Urban Center or department with a recognized history of community-oriented research and technical assistance. Similarly, its track record for multi disciplinary work, especially in the urban milieu, was thin. But what it did have was a spate of recognized, accomplished individuals who, if willing to contribute to a team effort, could become a powerfully productive force. The Morrison Institute for Public Policy, an applied analytical unit within the School of Public Affairs, decided to take on the challenge.

The Director individually contacted over 25 faculty he thought would be interested in an applied urban research or outreach effort. In a general meeting convened to review the scope and purpose of the COPC grant requirements, discussion focused on a myriad of details: administration of an interdisciplinary faculty team; budget autonomy; the "fit" between local urban need and university expertise; and, of serious concern, how could faculty benefit professionally from undertaking outreach, rather than research, projects. In some cases, answers were clear cut; in others, further consideration was required. Ultimately, a group of 19 faculty and staff, representing eight different departmental units, agreed to participate in the COPC urban outreach and applied research effort. Represented were: the School of Public Affairs, the Department of Geography, the School of Architecture, ASU West School of

Management, the ASU Center for Business Research, the Office of Student Life, the College of Education's Department of Leadership and Policy Studies, and the University of Arizona Medical Center (see Appendix A).

Grant writing (*i.e.*, the response to the HUD Notice of Fund Availability) was coordinated, and largely drafted, by the Morrison Institute. Participating faculty each submitted pieces outlining the outreach project they would undertake, how their work addressed urban need, and how residents would be empowered in the process. The HUD NOFA allowed 25% of project activity to be research, so some faculty proposed work within such a scope. It was agreed that if funds were awarded, a project coordinator would be designated from the Morrison institute staff, and that project budgets would be decentralized by task, and therefore controlled by individual faculty members.

The final COPC proposal to HUD from Arizona State was indeed comprehensive, multi disciplinary, outreach dominated and focused on citizen empowerment. Its breadth and scope reflected not only faculty expertise, but citizen-identified need. Much of that information had been received earlier as part of the Morrison Institute's work with the city of Phoenix to prepare its Empowerment Zone application to HUD.[1] That effort had given both the Institute and the university an advantage in understanding inner-city community need and building relationships with local leaders. As a result, the proposed ASU COPC agenda was grouped into three categories:

- Economic Development and Employment—identifying community assets and related potential for economic development; promoting job linkages for inner city residents; and, providing small business technical assistance
- Community Organizing and Planning—developing local leadership skills and promoting resident participation; identifying and examining social services; and, organizing a community charrette
- Youth and Education—improving opportunities for youth activities, school-to-work transition and injury prevention

Regarding the geographic focus of the work, dual targets were proposed, *i.e.*, research undertaken would focus largely on Phoenix's South Mountain and Central City Urban Villages, areas encompassing significant distress and decline; outreach would be targeted to a specific neighborhood in one of these areas that would be selected after discussion with local leaders and City of Phoenix officials (explicit in the proposal was the concept of a partnership that involved university, neighborhood and City collaboration).

In addition to the faculty research and outreach proposed, COPC activities also included a student volunteer component. Specifically, COPC would create a new student tutoring

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[1] The Empowerment Zone/Enterprise Community program was a Clinton administration initiative designed to promote comprehensive neighborhood and economic revitalization strategies in distressed communities throughout the United States.

program for inner city youth, and, ASU students would be given opportunities to contribute to a variety of public service projects consistent with COPC's outreach activities.

Laying the Foundation for COPC Work

ASU received notice of its COPC award in late September, 1994. The university was one of 14 grant recipients named from an applicant pool of over 140 institutions of higher learning nationwide. Acquiring the grant positioned ASU to achieve a variety of new goals. First, it would allow the university to reach out, in a significant way, beyond its suburban boundaries to impact some of Phoenix' most difficult urban problems. Second, the multi disciplinary nature of the project would induce high levels of collaboration among faculty participants. Third, the university would be able to form a partnership with low income residents and city staff to bring about neighborhood change and improvements. The opportunities were enormous; so were the challenges.

Five months after the initial grant announcement, HUD officials approved ASU's final COPC budget and program of activities. During that time, at HUD's recommendation, ASU sought to align its COPC thrust with the City's Enterprise Community (EC) project.[2] While this required rethinking several proposed activities, it ultimately proved beneficial for partnership cohesion, resource delivery, collaboration and communication. As a result, three key decisions were made:

- COPC's Advisory Board would be drawn from members of Phoenix' EC Citizen Committee, and therefore become a permanent subcommittee of that group;
- COPC's target neighborhood for COPC outreach would be located in the EC; and,
- the ASU COPC coordinator would become a member of the city's EC staff implementation task force.

In consultation with city and EC staff, faculty and community representatives, COPC leadership began the process of selecting the neighborhood to become the focal point of its outreach efforts. Clearly, this would be the most significant decision made during the project's duration. A principal concern of the university was that an area be chosen whose characteristics would make it possible to gauge COPC successes and failures at the end of the two-year grant period. After considerable review and discussion involving faculty, city staff and community leaders, the Rio Vista neighborhood in south Phoenix was designated. Several compelling dynamics led to its selection.

First, Rio Vista was an area long on need and short on self-help capability. At the same time , the principal at the local César E. Chavez elementary school had recognized the school's potential for increasing community involvement in the neighborhood, and had previously

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[2] By this date, the City of Phoenix had learned that it had been approved by the Clinton administration as an Enterprise Community, not an Empowerment Zone.

sought-and received-a "community school" designation. Consequently, he quickly warmed to the concept of having ASU resources involved in achieving that goal. Second, the city of Phoenix had just committed CDBG funds to redevelop a community center for the neighborhood. That potential was an attractive resource for sustaining long-term citizen commitment to participation. Third, no organized neighborhood or civic group existed in the area. Therefore, ASU practitioners concluded that at the end of the project, there would be no doubt as to whether or not citizen participation and empowerment goals had been achieved. Furthermore, it was assumed that whatever gains, if any, had been made would be clearly noticeable and potentially traceable to the COPC efforts.

The dearth of community involvement provided a distinct baseline for assessing project achievement. On the other hand, analysis of urban community development issues clearly indicates that few objectives are more difficult to achieve than those relating to organizing and sustaining citizen participation. Translated to the case of the Rio Vista neighborhood, the challenge would be enormous. Not only was this a community with no history of involvement or cohesion, it also had no history of ties with ASU. Under these circumstances, creating and sustaining neighborhood participation would be extremely difficult, at best. Nevertheless, the COPC team decided the needs of the community and the vision of the local principal were compelling enough to take the risk. If ASU succeeded, its accomplishments would be dramatic; if it faltered, there would be no hiding the fact. Critics would likely accuse the university of having used up precious resources at the expense of engendering meaningful community improvement.

The late spring and summer months of 1995 were spent establishing internal project goals; encouraging intra-COPC communication and synergies; and most importantly, courting partnership linkages with both the community and city of Phoenix staff. As the university got closer to project initiation, however, concerns began to surface. Questions were raised regarding the university's ability to successfully engage in grass roots community development work.

To ease the concerns, and to help introduce the COPC project to the wide range of players involved, ASU convened a meeting in mid-June where professors, city staff, Rio Vista residents and César Chavez School staff all met to talk about goals and expectations for the coming year. While community representatives admitted they weren't sure they understood the direction in which the project was going, they were willing to welcome ASU into the neighborhood. The primary sentiment expressed was that for too long, Rio Vista had existed in the shadows of neglect. They hoped ASU's outreach would change that situation. City staff remained relatively quiet during the meeting. As professors and residents shared potential outreach scenarios, they rarely participated in the discussion.

Following the meeting, ASU finalized its COPC agenda. The city gave its tacit support and the Chavez school principal and PTSO remained positive. Yet launching COPC would be no easy feat. The first major obstacle arose in August when the ASU COPC coordinator was asked to present a description of the program at a Phoenix EC Advisory Committee meeting. Upon the conclusion of her presentation, the response was immediate—and negative. Sentiments expressed by citizens included the following:

- ✓ Low income communities in Phoenix did not need ASU to tell them what was wrong; they understood their neighborhood problems, they just didn't have resources to put corrective strategies into place.
- ✓ The COPC program was inherently flawed; HUD should have given this money to local non-profits to get the job done, not to "ivory tower" professors far-removed from the day-to-day struggles of local residents.
- ✓ Given the lack of racial and ethnic diversity among COPC team members, they would be hard pressed to develop a rapport with South Phoenix residents.
- ✓ Communities in the EC didn't need any more revitalization plans; they needed change agents who could bring about tangible improvements.

Despite the critical reception, the Committee voted to give its support to the COPC plan. Not less than two weeks later, however, an article appeared in Phoenix' major daily newspaper, *The Arizona Republic*. In it, a retired, but venerated, South Phoenix city council member lambasted the COPC project as being a misguided effort. The U.S. Department of Housing and Urban Development should be directing resources directly to community groups, not giving funds to suburban professors, he claimed. The article was published the day before COPC representatives were scheduled to make a presentation seeking the support of the South Mountain Village Citizens' Planning Committee. This group of citizens, appointed by the mayor, were volunteers who served in an advisory capacity regarding proposals for new development and land use changes proposed in their area. The Rio Vista neighborhood lies in the heart of the South Mountain Village, which is one of 11 such "villages" designated throughout the city of Phoenix. Each has its own citizen planning committee.

The air was tense as ASU representatives described the COPC effort to members of the Village Planning Committee. Their presentation had been preceded by an appeal delivered by the retired city council member critical of the proposed university intervention. After much probing and considerable admonition to make sure this was an outreach effort, not a research project, the citizen committee voted to endorse ASU's COPC agenda. A significant hurdle had apparently been overcome with this official, albeit tentative, local approval to proceed. While this planning committee has no direct jurisdiction over the COPC/Rio Vista relationship, its high visibility nature, and its broad representation of South Mountain interests, makes it an important stakeholder in local community activities.

ASU faculty were now ready to launch into their COPC program. Initial community introductions and interface were scheduled as part of the Chavez School's mid-September "Back to School Night," an event historically well attended by local parents. The turnout was excellent, and Principal Michael Rivera was enthusiastic in his bilingual introductions of ASU staff and the proposed COPC partnership. The response from the community was polite but decidedly low-key. It was immediately apparent to ASU that the burden was theirs to prove that they were sincere in wanting to help the neighborhood help itself become a better place in which to live.

III. IMPLEMENTING THE PARTNERSHIP PROJECT

Reaching Out to the Rio Vista Neighborhood

As noted previously, ASU's COPC was organized thematically into three categories, Economic Development, Community Organizing, and Education and Job Training. The lead faculty for the Community Organizing component assumed primary responsibility for scheduling and administering Rio Vista-oriented outreach activities. The framework for the approach was as follows: during the remaining eight months of the school year, community workshops would be convened where residents could participate in empowerment skill building activities relating to the various areas of expertise offered by COPC faculty team members. In addition, activities would be generated based upon the identified needs or interests of community members. With the approach decided upon, a six-month calendar was drafted laying out a tentative schedule of events. It was understood, however, that the schedule was subject to change based upon community dynamics. In addition, until residents willing to assume leadership roles were identified, the PTSO had agreed to make the workshops part of their monthly meeting agendas so that COPC would have a local base from which to operate. This was necessary because of the previously noted fact that the Rio Vista neighborhood had no community organizations or clubs representing its citizens; this approach also made sense because of the community orientation being adopted by the César Chavez School.

The first Rio Vista workshop was scheduled in early October. Flyers printed in both English and Spanish were sent home with César Chavez pupils, and also were delivered door-to-door by ASU students and COPC faculty. The response was overwhelming. Over 90 residents attended this first COPC meeting. Despite ASU's lack of "history" with the neighborhood, despite the absence of organized leadership, and despite a clear understanding of what COPC was all about, residents turned out in force. One sentiment was clearly expressed that evening—no one has ever tried to help this neighborhood before and we're glad you're going to try.

The evening was spent in break-out groups where residents identified, then prioritized, local neighborhood needs. Discussion was collaborative and vocal. From a community organizing standpoint, something dramatic had happened that night in Rio Vista. Although attendance waxed and waned at the remaining workshops held throughout the year, numbers rarely dropped below 25. More importantly, a core group of attendees began to emerge as active volunteers, if not full-fledged leaders. Further, the City, in recognition of its COPC partnership responsibilities, contributed the resources of a Neighborhood Services representative and a local community action police officer. The progress achieved by the end of the school year was indeed remarkable. Significant gains had actually been made in addressing a large portion of the community needs identified at the initial Rio Vista COPC workshop. They included:

- Two neighborhood clean-ups, one each in the fall and spring, which were jointly planned by residents and COPC team members. At each clean-up event, over 50 community

members joined with approximately 75 ASU students and COPC members to paint, rake and remove debris from the Rio Vista area. Not only did these events engender a sense of pride and accomplishment among community members, they empowered residents with the skills and information needed to replicate future clean-ups without the aid of COPC.

- A neighborhood planning process was initiated, along with an advocacy campaign, to bring additional street lights to the two-square mile area that is Rio Vista. Ultimately, 10 new lights were installed by the City of Phoenix.
- Because crime is a major concern to Rio Vista residents, two significant accomplishments occurred in this area. First, with assistance from COPC staff, residents formed a Block Watch group and received an $8,500 grant from the Police Department to implement a variety of safety and community development activities. This competitive award represented a major infusion of self-help resources which were to be directly controlled and managed by residents. Without COPC, this keystone event in the evolution of community participation in the Rio Vista area would never have happened. Second, community police officers and residents are collaborating on ways to rid the area of "nuisance neighbors." Crime is not new to Rio Vista, but citizens willing to take action is. A clear and direct connection exists between COPC efforts and the realization among residents that they can be proactive in addressing their problems and concerns.
- In December, a school fiesta and dedication ceremony was held. COPC worked with residents and César Chavez staff to plan and organize activities, which included participation by a City Council member and a U.S. Congressman.
- Given the myriad planning and development issues facing this community, COPC members from the College of Architecture and Environmental Design coordinated and hosted a Rio Vista Community Charrette in late March. Held at the ASU Downtown Center, ASU faculty and students, City staff, invited guests, COPC Advisory Committee members and community leaders met to explore myriad social, economic and planning issues facing the Rio Vista neighborhood. A "blueprint" for understanding—and responding—to community need emerged.

In addition to these major community outreach undertakings in the Rio Vista neighborhood, the ASU COPC also initiated a tutoring program at the César Chavez School. By the end of the year, 18 ASU students and over 50 Chavez pupils had participated in the program. Administered in conjunction with English Department service learning classes, the ASU tutors were required, as part of their course work, to write papers on topics directly related to their tutoring efforts, such as mentoring, community service and multi cultural communication and education.

Expanded Community Outreach

While most of the COPC team concentrated its efforts during the first year in the above described activities, faculty also reached out beyond Rio Vista to sponsor several events designed to assist neighborhood groups and residents citywide. Those efforts included:

Dialogue with Urbanologist Neal Peirce—Particularly successful was a dialogue with noted urbanologist Neal Peirce during which he led 75 community activists from throughout Phoenix in an examination of issues relating to community-participation and neighborhood renewal. The meeting took place as part of a COPC-sponsored visit to Phoenix in which Mr. Peirce also toured our COPC neighborhood, met with residents and faculty, participated in a live radio talk show, and sparred with City of Phoenix officials at a noon lunch and discussion session.

Grant Writing and Resource Workshop—In early April, 1996, COPC hosted a workshop, open to representatives of citizen groups throughout the City of Phoenix, for the purpose of identifying funding options and other resources for sustaining community-based participation. This well-attended workshop allowed neighborhood activists to interact with experts in grant writing, public/private partnerships, resource development and community organizing. Information shared and contacts made was intended to enable neighborhood groups to leverage existing support as well as pursue new sources of funding.

School-to-Work Transition—ASU's COPC and the City of Phoenix co-sponsored a citywide School-to-Work Transition Colloquium which was well-attended by representatives of \phoenix' business, education, counseling and non-profit sectors. The purpose was to examine local and state goals and objectives, as well as to share information regarding best practices and effective models. The Morrison Institute prepared and disseminated an analysis of the issues examined, and the material is being used by the city to achieve its EC goals in this area.

Small Business Technical Assistance—Since COPC's inception, senior level business students at ASU West provided direct technical assistance to small business owners located in the two COPC urban village target areas. Consulting services included: feasibility studies for new start-ups; marketing plans for sales and expansions; employee policies and procedures manuals; accounting systems; and, advertising strategies. Recommendations for businesses to be assisted have come from the COPC Advisory Committee and the City of Phoenix' Economic Development Department. Recipients of these services have uniformly been pleased with the quality of products provided. This activity has earned COPC substantial good will both within the community and at city hall.

Applied Research

Although the COPC program regulations allowed for a minimal amount of traditional research activity, ASU attempted to design its research so as to have applied impacts. That is, the goal of the research undertaken was not simply to find a venue for publication; rather, the

intent was to sponsor research that would yield data and information capable of influencing policy decisions, resource distribution and/or program strategies. Further, COPC faculty often worked collaboratively—with either colleagues, city staff counterparts or community members—to achieve their research goals. Applied research undertaken through the ASU COPC included:

Spatial Mismatch and Workforce Development—In response to needs articulated by both the COPC and EC Advisory Committees, as well as Phoenix' Community and Economic Development Department, ASU faculty undertook research investigating the extent to which inner city employers hire inner city residents. Increasing the match between local residents and local jobs had been articulated as a priority objective by and for Phoenix' inner city residents. Findings will be used to shape workforce development strategies that promote this objective.

The research completed by COPC faculty has investigated a variety of issues related to this "job linkages" goal. Specifically, COPC analyses have focused on: which large employers in the inner city are hiring local residents; the types and locations of inner city employment opportunities, as well as "niche" areas in the economic base; identification of mobility and transit barriers faced by inner city residents seeking employment; and, revised approaches to job training strategies so as to improve the fit between local skills and local employment opportunities.

Research conducted represented efforts by three university departments (Geography, Business and the Morrison Institute for Public Policy), with cooperation from city and county staff, and input from local businesses and Rio Vista residents. These research efforts have resulted in the city of Phoenix reprogramming almost $350,000 of its EC funds to underwrite what has become known as the Job Linkages Action Plan, a long-term strategy to restructure the focus of local job training programs. In addition, the Job Linkages Action Plan, itself, was devised with significant research and technical assistance provided by COPC personnel.

Improving Access to Social Services—Accessing social services is an on-going concern and need for Phoenix' low-income residents. ASU's COPC research determined that, for the most part, social services are both available and strategically located; access, however, is often hampered by a lack of information. In the spirit of the applied nature of COPC, faculty teamed together not only to do the access-related research, but to then develop an on-line "directory" of qualitative data and community services information that can be displayed spatially, and aggregated at the county, urban village, or Rio Vista neighborhood levels. To facilitate community access to this information, the program will be made available to public computing facilities, such as libraries, the César Chavez School computer lab, and senior citizen centers.

Youth Services and Leadership Development—The two urban villages comprising the larger research focus of the ASU COPC are marked by their numerous pockets of poverty and high concentrations of minority residents. Local leaders have expressed concern regarding the needs of the significant population of at-risk youth in the community. As a result, the ASU COPC sponsored two efforts to address some of these issues. Faculty from the College of

Education conducted research investigating the extent to which opportunities exist for youth in South Mountain and Central City to participate in organized activities emphasizing the development of healthy and mature adolescents. The information was then disseminated for use by students at various local schools.

In addition, COPC partnered with another ASU project, the purpose of which was to facilitate collaboration among providers of services to at-risk teens. The project was both successful in developing the first Phoenix area network of such providers, and COPC faculty contributed the support needed to sponsor the first community-wide conference on youth services issues. National and local experts exchanged trend data and "best practices" information about this area of growing concern. The conference was held at South Mountain Community College, a significant community asset located in the heart of the COPC target area.

Injury Prevention Education—Recognizing the dangers that violent injuries pose, COPC partnered with the Phoenix Fire Department to make its "Urban Survival" program available in a Spanish-language version. This program, recognized nationally as an effective injury prevention model, teaches personal and public safety skills to elementary-aged students. The absence, however, of materials and instructors capable of communicating with monolingual Hispanic students had severely limited its reach. COPC, therefore, provided resources to develop and train participants in a Spanish language version of the course which also included a translation of the full curriculum into Spanish. The program was then field tested at Rio Vista's César Chavez School, the site of COPC's major outreach efforts. Working with the Phoenix Fire Department added a unique dimension to our COPC partnership. Further, the COPC faculty member who guided this project is a medical doctor and professor at the University of Arizona's medical school.

South Phoenix Perception Study—Through its outreach work in South Phoenix, ASU has become sensitive to community concerns relating to the negative image that clouds perceptions of the community. As a result, COPC has sponsored a unique research effort aimed at distilling "myth and reality" regarding conditions in Phoenix' most distressed urban community. Discussions with focus groups representing geographic areas throughout the metro region, as well as stakeholders and local experts, have explored attitudes, attributes and perspectives ascribed to the South Phoenix area. At the same time, "hard" data regarding social and economic conditions have also been collected. The final product will compare the reality of this community's dynamics with the perceptions widely held, but most importantly, will also identify opportunities for investment and future development potential based upon the assets and positive findings identified.

Publication of Research Reports and Findings

While the above references briefly describe the focus of the applied research undertaken by members of the ASU COPC team, accompanying this report in separate volumes are the full research reports completed under COPC auspices. In several cases, faculty experienced multiple successes in the application of their work. For example, one of the professors working on the social services study presented his findings at the national meeting of the

American Society for Public Administration in July, 1996. In addition, the two geography professors working on the spatial mismatch and workforce development research each published two national journal articles based upon their work, and also collaborated on an additional published piece. Further, one of those professors presented findings at two different national conferences. An economic base analysis conducted as part of the job linkages work was accepted for publication in *Metropolitan Universities*, and faculty contributing to the community organizing efforts presented findings at an international conference in Toronto, Canada in July, 1997. Finally, the Spanish-language version of the Phoenix Fire Department's "Urban Survival" safety curriculum is now being made available nationwide.

In addition, COPC research has garnered ASU academics a variety of new research contracts. Faculty from Public Affairs, Architecture, Geography and the Morrison Institute have each been hired for new research projects by the City of Phoenix; Public Affairs staff are collaborating on a national evaluation of EZ/EC activity; and, the Morrison Institute has expanded its School-to-Work Transition efforts to include city, state and federal research and assistance contracts.

IV. ACCOMPLISHMENTS AND EFFECTIVENESS

Program Outputs

In its two years of existence, the ASU COPC developed a citywide reputation as an effective and powerful resource for community development and neighborhood capacity building. Evidence of success has surfaced in numerous ways. In a traditional counting of "programmatic outcomes," achievements were plentiful. They included:

- Creating an ASU tutoring program in which 80 students tutored over 100 César Chavez School pupils during a two year period;
- Facilitating the creation of Rio Vista's first viable neighborhood association;
- Maintaining high participation rates at each of the seven COPC neighborhood workshops;
- Attracting over 90 residents to the needs assessment and prioritization meeting;
- Creating the Rio Vista Block Watch group;
- Securing commitments from city officials to install 10 new street lights in Rio Vista;
- Procuring over $15,000 in city-funded grants to underwrite public safety and community organizing activities in Rio Vista;
- Arranging for ESL classes to be taught in Rio Vista, in which 48 residents enrolled and one resident was eventually hired as an instructor;
- Empowering Rio Vista residents with the skills necessary to plan and execute neighborhood clean-ups; during the course of COPC, three were held, in which participation totaled over 150 ASU students, 15 faculty and 100 residents;
- Delivering technical assistance to 15 small businesses located in the COPC target area;
- Instructing in the publication of the first Rio Vista community newsletter;
- Assisting César Chavez School staff and PTSO in the planning of a school dedication ceremony that was attended by 150 residents, a U.S. Congressman, and a City Council member;
- Focusing two ASU geography classes, and two Architecture studio classes, on research and design projects relating to the Rio Vista neighborhood; for many of the 75 ASU students involved, it was their first exposure to Phoenix' South Mountain community;
- Sponsoring a Rio Vista-oriented charrette involving over 50 students who examined land use, housing, recreation and community development issues;
- Creating a youth services providers coalition and sponsoring a youth services conference attended by over 50 participants;

- Organizing a School-to-Work Colloquium in which a mix of superintendents, teachers, counselors, and business leaders participated;
- Hosting a community dialogue for citizen activists with urbanologist Neal Peirce; in addition, Peirce was the featured speaker at a COPC-sponsored lunch attended by 60 of the city of Phoenix' highest ranking management staff and elected officials;
- Providing technical assistance and action research that spurred the City of Phoenix to reprogram $350,000 of EC funds to implement a Job Linkages program;
- Conducting focus groups with 50 Phoenix residents as part of COPC's applied research agenda exploring perceptions of South Phoenix; and,
- Sponsoring two end-of-school year "fiestas," the first of which attracted about 40 Rio Vista residents when it was held in May, 1996 at the conclusion of COPC's first year of operation; the following year, the event was supported by over 200 residents.

Indirect Measures of Effectiveness

In addition to the impressive list of program outputs the ASU COPC can claim, evidence of our success has surfaced in a variety of other ways. For example, COPC team members are now often requested to participate in local conferences, workshops and symposia regarding individual work, as well as COPC efforts in general. Neighborhood organizations throughout the city have generated requests for COPC intervention in their areas. City of Phoenix political leadership and internal staff have come to appreciate the value of University service and outreach—praise has been public and highly supportive. Reporters for the *Arizona* Republic, Phoenix' largest daily newspaper, regularly solicit comments and story ideas from COPC members. Finally, the Rio Vista community, where we have concentrated our outreach, has benefitted substantially from University assistance. It is through COPC's leadership that *new* city resources are now being targeted to this area, and citizen participation is taking root in a way that is involving the neighborhood in a wide array of community development issues. These examples, of course, speak to the indirect indicators of success, and defy standard ways of quantifying outcomes. Nevertheless, these may be the most important indicators of success because they may be the most enduring. They also reflect the objective assessments of key community "players" who have drawn positive conclusions about the ASU COPC project.

Further, critical indicators of COPC effectiveness include the ability to respond to neighborhood need, empower residents, and be perceived as successful in the eyes of the community. In the case of the ASU effort, accomplishments in each of these areas can be cited. It is important to recognize these accomplishments in the context of the "newness" of ASU's COPC and Rio Vista's community organization. That is, prior to the advent of the HUD grant, the university had no relationship with this neighborhood, and the residents had no organized community association or group. Further, before COPC could succeed, it first had to clear three significant hurdles—establish the trust of the community, create an interest in activism, and identify "willing" leadership. All extraordinary obstacles, but overlay them

with the fact that Rio Vista has a substantial Mexican national population prone to isolation, not participation, and the full depth of the ASU COPC challenge begins to emerge. Nevertheless, the following achievements testify to COPC's ability to develop trust in the neighborhood, respond to need and empower residents:

- ✓ COPC has been able to deliver services to Rio Vista that address the community's highest priority of need, *i.e.*, neighborhood-based ESL classes, and a viable response to crime in the form of a Block Watch organization that attracts regular attendance by both residents and police .
- ✓ Chavez School student enrollment in the COPC tutoring program more than doubled in the spring semester as parents, teachers and students recognized the value of the program.
- ✓ Not only were Rio Vista Block Watch leaders able to secure 10 new street lights for their neighborhood, but in so doing, they were required to solicit community-wide input, manage a consensus process regarding siting of the new lights, and learn to navigate the protocols and policies of the city's Neighborhood Services Department.
- ✓ Several Rio Vista residents have, for the first time in their lives, attended community meetings at City Hall, and in one case, even testified at a City Council hearing.
- ✓ Rio Vista residents have participated in a variety of city-sponsored training programs, including graffiti busters, crime watch, and leadership development
- ✓ Participation of local residents and ASU student volunteers doubled at Rio Vista's second COPC-sponsored neighborhood clean-up. Increased attendance clearly was driven by the success of the first such event, as well as the trust and reputation ASU had developed in the Rio Vista neighborhood.
- ✓ Rio Vista residents assumed responsibility for organizing and administering the two most recent neighborhood clean-ups; in fact, ASU participation was specifically *excluded* from the last one as neighbors were eager to prove they could successfully manage on their own.
- ✓ In undertaking the job linkages research and technical assistance, COPC is responding to the number one priority issue identified by Phoenix' EC Advisory Committee. This research has contributed to substantial policy changes in the city's approach to job training and recruitment on behalf of low-income residents.
- ✓ By facilitating the development of a Spanish-language version of the Phoenix Fire Department's "Urban Survival" course, COPC has contributed significantly to the expansion of child injury prevention resources for Phoenix' largest minority population.
- ✓ Before creating after school recreation activities and teen support groups at the Chavez School, City of Phoenix Parks and Recreation staff sought out COPC faculty for advice and consultation. They did so based upon their recognition that COPC's understanding of the neighborhood could benefit strategy development and program design.

✓ The mayor of Phoenix has officially recognized the ASU COPC as an outstanding community-based partnership, and has cited Rio Vista as one of the city's "Neighborhoods that Work."

V. DISSEMINATING RESULTS

The ASU COPC deployed a variety of mechanisms to disseminate results of its efforts, "market" the successes achieved, and share general project information. The following mechanisms were all utilized to share research and increase awareness about the project.

Public Meetings—COPC team members often appeared at public meetings sponsored by community groups throughout the two target urban villages. Remarks ranged from discussing the COPC experience in general to more detailed analysis of research findings and outreach experiences. As the project matured, comments often focused on "lessons learned." Among the groups requesting COPC presentations were the South Mountain Chamber of Commerce; the Community Excellence Project, Friendly House and Chicanos por la Causa (all local CDCs); the steering committees for the South Mountain and Central City Village Planning Committees; the South Mountain YMCA; and, the Roosevelt Elementary School District.

Reports to Advisory Committees—Throughout the COPC grant period, the COPC Citizen Advisory Committee met every eight weeks to review progress, discuss concerns, offer feedback and ask questions. The meetings were publicly posted, and attended by COPC faculty, city staff, and occasionally, members of the community. The meetings were enormously successful in providing information, direction and support for our efforts. In addition, the chair of the COPC Advisory Committee provides progress reports at each meeting of the city's Enterprise Community Advisory Board. This affords another important forum for community input and accountability for the COPC project. Further, the COPC coordinator participates in the proceedings of the city's staff-directed EC Coordinating Committee. It is through this effort that city staff is apprized of COPC progress or problems, and opportunities for collaboration and partnering (of staff, resources or services) are often identified.

Community Bulletins—Various announcements, bulletins and notices were distributed door-to-door in the Rio Vista neighborhood in order to publicize community workshops, meetings, events and fiestas. Flyers were also sent home with Chavez School pupils, and the PTSO was regularly used as a vehicle for disseminating information and encouraging participation.

Internet Site—Information about the ASU COPC can be accessed on the Internet through the Morrison Institute for Public Policy's home page. General information about the purpose and scope of activities is available, along with citations of faculty members who can be reached for more information.

Newspaper Articles—Reporters for Phoenix' largest daily, *The Arizona Republic*, wrote several articles about COPC, beginning with the inception of the project, and continuing with follow-up reports. The COPC coordinator and the Morrison Institute director are regular sources for the paper's urban affairs reporter who covers South Phoenix. This relationship has resulted in periodic coverage of COPC, allowing the community-at-large to keep

informed about its progress while garnering good press for both the University and South Phoenix.

ASU Publications—Several internal ASU publications have featured the COPC project, emphasizing its University service and outreach components. Articles have appeared in such publications as ASU's nationally prestigious *Research* magazine, *Impact,* the weekly staff newspaper, and the School of Public Affairs' quarterly newsletter. These efforts all help to promote, within the Academy, the concept and potential of urban scholarship, technical assistance and service.

Academic Presentations—Academic publications and conference presentations are important vehicles for disseminating both research and outreach results. Six ASU faculty members have had papers published that relate directly to their COPC involvement; another six have presented at national conferences on a variety of community and economic development issues.

The lessons learned from COPC, at both the research and outreach levels, are of interest nationwide to a broad array of citizens, faculty, practitioners, activists, elected officials and business leaders. ASU recognizes the importance of making COPC information available and accessible to these diverse interests, and has been committed to that goal. Therefore, in addition to the previously described vehicles, a variety of modalities have been—and will continue to be—employed to share project information and products. Clearinghouse mechanisms have included use of the Internet, e-mail, telephone, fax, and routine postal delivery. Further, two large notebooks of artifacts and products generated by the ASU COPC effort have been maintained as an historical record of the project's proceedings, activities and endeavors. ASU stands ready to share this information, and all other aspects of project activity, with interested parties.

VI. LESSONS LEARNED

Because ASU had no institutionalized urban outreach effort in place prior to COPC, there was no template to follow to jump start this new partnership activity. Further, the partners, themselves, were new—both to each other, as well as to the neighborhood. As a result, the ASU COPC project was often a "work in progress." From start to finish, the partners probed and experimented, collaborated and considered, putting together the pieces of a multi disciplinary effort that would be meaningful to the Academy as well as to the community. After two years, the Rio Vista community and the COPC faculty team had forged a working relationship. In addition, city of Phoenix officials had become active partners in this revitalization effort. While not everything COPC attempted was successful, achievements clearly outweighed failures. In the process, many lessons were learned.

Outreach vs. Research—The Capacity of the University

Embracing the Concept

> ***Lesson:*** **Funding, alone, will not guarantee successful outreach and applied research projects; faculty need more training relating to the goals and processes involved in such work.**

Fundamental to the purpose of the COPC project, as conceived by HUD, was a partial restructuring of the university's role in urban affairs, *i.e.*, a change that would take professors out of classrooms and insert them into neighborhoods with the mandate of making a difference. The directive was not to teach or publish, but rather, to use faculty expertise to improve neighborhood conditions, while empowering residents with the skills needed to move forward on their own with the revitalization process. By and large, the ASU COPC team achieved this goal, but success varied among individual team members. Several key issues contributed to this end result.

First, the term "outreach" meant different things to different faculty. While clearly anyone who joined the COPC team had at least an interest in, if not a full-fledged commitment to, "applied" work, conceptual interpretations of what this meant differed widely among team members. The ASU COPC project attempted to address this problem from the very start of the application process by clearly delineating which of the proposed activities were "outreach," and which fell within the HUD 25% allowance of research, albeit applied in nature. Further, upon assembling for the first time following announcement of grant approval, all team members were requested to respond, in writing, to the following question, "How will the community be improved, and how will residents be empowered, by my COPC work?" The purpose was to reinforce the applied nature of the COPC project and the outcomes anticipated.

Responses received shed great insight into faculty interpretations of outreach and technical assistance as well as applied scholarship. For some, it was clear COPC provided an opportunity to prove that scholarship and technical assistance could work hand-in-glove to benefit both the Academy and the community. For others, it was an opportunity to test the waters of the increasingly touted "service-oriented" mission of the university. But some, despite the best of intentions, could not distinguish between traditional research and the goals and processes involved in the outreach mandated by this project. Their final work products, well-written and containing new information, nevertheless fell short of HUD's aspirations for COPC activities. Two years of COPC involvement had failed to give them either the confidence or the insight needed to use their academic expertise in an "applied" manner. In the end, they were unable, or reluctant, to produce anything other than a traditionally academic product, *i.e.*, a research effort fit for publication but of limited value as an empowerment tool or a community development technique.

On the other hand, those team members accustomed to applied work understood from the very start of the project how to design outreach efforts that capitalized on their academic expertise, incorporated community involvement and were targeted to making a difference in the neighborhood. As could be expected, these faculty experienced the greatest levels of project success. Those academicians who couldn't distinguish between field-based research and action-oriented scholarship and outreach experienced the most difficulty. Despite monthly meetings of our team, written progress reports and overall team dialogue and communication, these professors did not craft an approach to their projects which resulted in community change. The lesson learned from this situation is that academicians may need more than grant funds to engage in successful action research and outreach. Simply underwriting this type of work will not guarantee effective projects. Faculty, even senior faculty, may well need instruction in both process and concept in order to move from traditional scholarship to applied scholarship. While the will and the interest may be there, a fundamental lack of understanding may impede results.
Consequently, institutional support emphasizing the merits and methods of action research needs to be adopted in order to promote successful urban outreach projects.

Supporting and Rewarding the Work

Lesson 1: **If outreach and applied scholarship are to become integrally woven into the fabric of university practice, institutional endorsement must be unambiguous and support explicit.**

Lesson 2: **"Action research" and "scholarship" are not mutually exclusive—outreach can become an effective vehicle for expanding the knowledge base and publishing journal articles while also contributing to the public good.**

Many of ASU's COPC team members achieved significant success—success which would not have been realized without the HUD grant. The fact remains that despite the attention being paid by universities nationwide to community service, faculty are hard pressed to

engage in these types of endeavors without appropriate rewards or compensation. The dilemma is doubly difficult for academicians interested in applied scholarship because not only are there few avenues for compensating this type of work, but university promotion and tenure guidelines are rarely promulgated to reward it. The result is a dampening effect on the willingness of faculty, particularly junior faculty, to undertake what is considered to be non-traditional forms of scholarship. The "publish or perish" plight permeates all aspects of decision making when a faculty member deliberates an opportunity for outreach scholarship.

In the case of the ASU COPC, two important lessons were learned in this regard. First, faculty increasingly are interested in exploring the world of outreach scholarship as emphasis accelerates on the need for universities to become responsive to local communities; and, second, knowledgeable scholars had little difficulty developing journal articles from their COPC work—the key was understanding the definition of "action research." Several of our scholars found they could conduct research that would be both "publishable" as well as relevant to local community need.

Consequently, ASU had little trouble assembling a COPC team and was able to achieve outreach success relative to neighborhood change, community empowerment and academic outcomes. But the "staying power" of this project is intrinsically tied to reward structures that may or may not be in place. Specifically, in the absence of continued HUD or other outside funding, it will be virtually impossible to sustain or expand our team. Whether it's research or outreach, traditional or applied, faculty require resources to support their scholarship. While several ASU COPC participants have, in fact, developed new contracts that will allow them to extend or expand upon their COPC work, they will be doing so as individual faculty members, not as part of the COPC team. On the one hand, this points to the success of COPC work; on the other hand, the absence of major new funding inhibits us from attracting new and different faculty into the practice of action research and applied scholarship. It also limits our ability to replicate the full COPC effort in other Phoenix neighborhoods.

Equally important is the fact that even with underwriting in place, tenure concerns can make it difficult to entice faculty to undertake outreach activities. As previously cited, promotion and tenure practices often *rhetorically* promote such work but do not, in reality, reward it. As a result, many faculty shy away from outreach because they do not see how it contributes to career advancement. Unless faculty can become more enlightened—and confidant—about the prospects of translating outreach work into publishable material, it will be difficult to increase its practice. Highlighting this point, one member of the ASU COPC team who is a tenured, former department chair, often remarked in response to the praise she received for her action research, "I'd never do anything I couldn't turn into a publication."

These issues point to a common thread, that is, if outreach and applied scholarship are to be considered integral to the fabric of the university, administration must find ways to specifically and unambiguously convey its support for such work. Institutional endorsement for such activities must be clearly stated and implemented. From the COPC experience, this could be achieved by including in promotion and tenure documents explicit language outlining expectations for both the performance and the reward of outreach and applied scholarship activities. Another option would be to create institutional support mechanisms to

stimulate this type of work. Examples might include sponsoring internal grant competitions for academicians, funding faculty participation in service-oriented workshops, or establishing mentoring programs for junior faculty that are headed by tenured professors who have successfully engaged in outreach activities. By taking overt steps such as these to address the barriers to outreach, universities can demonstrate their commitment to weaving this important dimension into their missions. Further, by clarifying and defining outreach as a form of scholarship, they will, in effect, be endorsing such work throughout the Academy.

Collaboration and Partnership Building

Collaboration and partnership building has characterized the ASU COPC since its inception. Like so many other aspects of a project this size, some efforts were more successful than others, but overall, significant progress was achieved in solidifying ties among community, city and university partners. Nevertheless, in all of these categories, developing working relationships was not an easy task. Building trust proved to be a painstaking effort every step of the way. In the process, lessons were learned in a variety of areas:

Intra-University Collaboration

***Lesson:* Because collaboration *across* program areas is difficult to achieve, comprehensive, multi disciplinary urban outreach efforts are best supported by institutional structures (*e.g.*, designated centers) created specifically for that purpose.**

To some degree, the ASU COPC experienced its most frustrating deficiencies in partnership building in this arena. The HUD COPC mandate included a directive to deploy comprehensive, multi disciplinary assistance to a neighborhood in need. In the case of the ASU COPC, this resulted in the formation of a 19 member faculty and staff team representing eight different departmental units. In most cases, these were individuals who had never worked together before, and in several instances, had never even met. Collaborating over the course of a two-year effort was a challenge. In most instances, our team rose to the occasion. Key linkages that took place among faculty members included:

- COPC professors from different disciplines shared data, collaborated on research and jointly authored publications;
- although administered by School of Public Affairs faculty, each Rio Vista community workshop featured a different team member as a facilitator for the meeting;
- the Chavez School tutoring program was successfully administered under the joint purview of the Office of Student Life and the Office of Undergraduate Services;
- over the course of the project, three professors requested to join COPC activity and have their students interface with community residents as part of studio class assignments;

- ASU student volunteers who participated in the Rio Vista service projects represented a broad spectrum of student life on campus; and,
- the COPC monthly staff meetings were well-attended throughout the life of the project, and continually emphasized internal communications, collaboration and the identification of areas of synergy to encourage integration among discrete COPC activities.

It was in this last area that success was most difficult to achieve. *Within* each of the three "thematic" areas of project activity (*i.e.*, economic development and employment, community organizing and planning, and youth and education), collaboration was often easiest. Related subject matters made for commonalities that were easy to identify and pursue. Faculty could readily conceptualize the "fit" between their work and that of their colleague's within a theme. The result was several instances in which team members co-authored papers, shared research, and jointly attended and/or presented at community meetings. On the other hand, it was difficult to induce collaboration *across* project activity areas or themes. Although areas of synergy were identified, the gulf between disciplines appeared too great at times to induce collaboration. For example, while one activity attempted to address a broad set of community development issues, it failed to draw upon the expertise of the economic development and employment faculty involved in the COPC project. As a result, one of the most important issues facing the community, poverty and unemployment, went largely ignored during a key outreach activity despite the concurrent COPC activity that was taking place in that subject area.

Further, as might seem obvious in retrospect, managing a 19 member faculty team was a challenging endeavor. Nevertheless, ASU's interpretation of the COPC NOFA's requirement for a multi disciplinary, comprehensive approach resulted in the assemblage of this "octopus-like" formation. In large part, this was necessitated by the fact that the university had no infrastructure for multi disciplinary urban planning or studies with its own staff. As a result, responding to the COPC grant meant putting together a new team specifically for that purpose. It also meant putting together a team that had few previous working relationships. By the end of the two year grant period, many individual interactions had worn thin, and with their goals accomplished, faculty were relieved to return to their solo research and teaching endeavors.

While this did not impede our goal achievement during the course of the grant, it does speak to the types of COPC organizational models that are best suited for long-term sustainability. While universities can adopt certain reward structures to encourage faculty to undertake outreach activities in the first place, promoting *comprehensive* outreach *projects* may well require institutional structures that are designed for accomplishing that very specific purpose. Such a scenario would provide for staff specifically hired and trained to engage in collaborative, multi disciplinary efforts with the mandate and the where-with-all to function long-term, not just over the life span of one grant. It would also signal to the community-at-large that the university has a specific commitment to outreach assistance.

Lesson 1: **Sweat equity can "buy" legitimacy for university outsiders seeking to establish trust among neighborhood residents.**

Lesson 2: **Citizen participation and empowerment can be achieved by approaching problem mitigation in a step-wise manner, *i.e.*, tackling the easiest issues first, then building upon problem resolution skills developed to address subsequent—and more difficult—concerns.**

The ASU COPC experienced its greatest partnering success in this arena. What is most striking about this is the fact that building community trust was very difficult. Earlier sections of this report recount the various examples of university-community partnering that resulted in specific gains for both the Rio Vista neighborhood and the larger COPC focus area. This section will examine, instead, the elements that contributed to these achievements.

Prior to COPC, ASU had no ties or connections with the Rio Vista community, a barrio suffering from serious infrastructure deficiencies, high concentrations of poverty, and a magnet for Mexican nationals newly arrived in this country. But Rio Vista is also one of Phoenix' oldest residential areas, home to multiple generations of long-standing residents who have watched their community slip into serious decline. The recent remodeling of the local elementary school, along with the naming of a new principal committed to creating a "community school," provided a window of opportunity for the COPC team to help residents make a difference in the neighborhood. But introductions needed to be made, and relationships formed, before the work could begin.

These sensitive first steps were perhaps the most significant in building the partnership that emerged between ASU and the Rio Vista community. Project leaders with expertise in community organizing and planning met individually with the César Chavez School Principal Michael Rivera and PTSO President Victoria Ramirez to acquaint them with the COPC concept and to discuss how it might fit, as well as assist, with the community school philosophy being adopted. These sessions accomplished two goals: they allowed the potential partners to get acquainted and determine whether there was a match regarding personality, approach and outlook; and, more intangibly, they provided the opportunity for the partners to "test"each other regarding commitment to the task at hand. This latter point was probably the most important because it ultimately determined whether these community leaders felt they could trust the university to come into their neighborhood and be sincere about pursuing empowerment strategies. While the Rio Vista area was long on need and short on resources, there was little interest in participating in "one more university research project that was going to sit on a shelf."

In retrospect, these meetings also added another critical dimension to project dynamics. That is, they put the community in the driver's seat, so to speak, in terms of deciding whether COPC should be invited into the Rio Vista area. The benefits of this were multiple: first, it

meant that respected community leaders would be brokering the introduction of COPC into the neighborhood, thus easing local acceptance of university "outsiders;" second, it provided COPC with initial local leadership; and, third, it helped the project start out on a fast-track because having bought into it, these community leaders now had a vested interest in helping COPC succeed.

This "partnership" between community leaders and project principals smoothed the way for COPC's entry into the neighborhood. Nevertheless, a strategy still was needed to engender the community participation sought by COPC. In order to achieve outreach goals, relationships would have to extend far beyond community leaders, alone. The university needed neighborhood-wide buy-in order to succeed. To achieve that objective, the ASU COPC deployed a two-tiered approach that was designed to engender trust among Rio Vista residents, and thereby encourage participation in community outreach activities.

A key element of the approach was that of a concept coined by ASU as "trading sweat equity for legitimacy." The concept was borne from the fact that despite the neighborhood's initial enthusiasm for COPC, a partnership could only be sustained if residents felt they could trust the sincerity and commitment of these academics who had newly arrived on the scene. Consequently, through the neighborhood needs assessment process that ASU was facilitating, it was proposed that a community clean-up be scheduled. Faculty worked with a small group of residents to plan the activity, secure supplies and equipment, and coordinate food and beverage donations. Equally important, on the day of the event, most of the COPC faculty team, along with 50 ASU students, literally rolled up their sleeves and assisted Rio Vista residents in hauling trash, cleaning alleys and planting new landscaping. At the day's end, all participants celebrated in the mutual satisfaction of a job well done. Residents appreciated the faculty's willingness to trade the ivory tower for urban reality. This investment of "sweat equity" paid off in terms of reassuring residents that faculty were here to make a difference—not just to use residents as subjects in a research project. The bond of trust was solidified when shortly thereafter, COPC staff participated in yet another clean-up, a school rummage sale and a dedication ceremony.

Simultaneous to the sweat equity strategy was a "building block" approach to community involvement. Given that Rio Vista had neither a relationship with ASU nor a formal community organization, COPC's task to engender citizen participation and empowerment was enormous. The decision was made to induce the community development process in a step-wise approach, *i.e.*, by initiating a community-based needs identification and prioritization analysis, and then "tackling" problems raised. By concentrating first on some of the easier problems to solve, COPC hoped to sustain participation through the empowerment generated by successful problem resolution. The goal was to build upon success, moving from one issue to the next, as each became mitigated. The hope was that as the problems became more difficult to impact, the residents would have become more skilled in the resolution process. Throughout, COPC's job was to facilitate citizen efforts through technical assistance and resource leveraging.

By implementing this tandem process, *i.e.*, building trust while brokering discernible community improvements, the ASU COPC was able to foster a collaborative relationship with Rio Vista residents that resulted in neighborhood change and empowerment. Over the

two-year course of COPC, several lessons became evident—residents wanted to participate, and they were capable of bringing about change, but they needed technical assistance in order to succeed. COPC's role was to serve as the midwife, enabling residents to achieve these goals.

COPC and the City of Phoenix

***Lesson:* Because City support—or lack thereof—can significantly impact the success of a COPC, it is important to identify expectations and establish trust early on, and maintain information exchange throughout the life of the project.**

The ASU COPC was conceived as a three-way partnership involving the university, the community and the city. As a principal repository of resources and provider of services—both fiscal and physical—it made sense for the city to be included as a partner. While our COPC relationship concluded on a positive note, it traversed stormy waters before reaching an equilibrium.

As early as the NOFA writing stage, ASU included city staff in its grant preparation activities. Specifically, staff were invited to a brainstorming session regarding community needs and possible responses; the planning director contributed both statistics and insights concerning neighborhood distress; and, the assistant city manager not only signed a letter of support, but authorized substantial personnel commitment to project activity.

However, differences between the City and the COPC began to surface when COPC wanted to work with the City to explore criteria for selecting a community to be the greatest focus of COPC outreach. Although cordial in nature, the discussion never progressed to meaningful dialogue. Early on, city officials made it clear they had one neighborhood in mind, even though it did not meet the criteria the university had identified as being important. As a result, when ASU decided to target its COPC efforts to an area that was not the City's preference, it was difficult to engage city staff in project activity—despite the personnel commitments that had been made.

Nevertheless, ASU proceeded with its COPC plan, and initial successes quickly captured the attention of city staff. Soon after the COPC-facilitated needs assessment workshop was concluded (in which over 90 Rio Vista residents participated), city leaders requested a meeting with COPC's lead faculty. They were straight forward and direct in their message—COPC was making them nervous. Heretofore, Rio Vista had been a community the city had not provided much service to, and now they feared having to respond to rising expectations that COPC might create. The city officials then asked COPC to adopt a different agenda and refocus its outreach elsewhere.

COPC's response was that, in large part, Rio Vista had been selected because of the very fact that so few city services historically had been provided. At the conclusion of the meeting

between COPC and the City, the third leg of the COPC partnership was clearly in jeopardy. Faculty concerns abounded. The city was key to any implementation strategies needed to improve conditions in the Rio Vista neighborhood. Rising expectations not withstanding, would it be a disservice to the community to engage in an empowerment strategy knowing the possibilities for securing public improvements were limited?

For the next several weeks, ASU and Rio Vista continued to build relationships and pursue participation strategies. The city's presence was conspicuously absent. At the same time, however, Phoenix was busy gearing up for its Enterprise Community (EC) grant implementation. Given that Rio Vista was in the heart of the EC target area, the city began to perceive the benefits that could accrue by collaborating with COPC. As a result, various partnering overtures were made and agreed to, and the partnership as originally intended was back on track.

What ensued was the establishment of several vehicles for collaboration and information exchange that became routinely utilized. For example, it was agreed that the City neighborhood specialist assigned to the EC would regularly attend COPC-sponsored community meetings and events, and assist in the empowerment development process. Further, appropriate city staff would contribute to COPC Advisory Committee meetings. In turn, the COPC coordinator would participate in city EC staff meetings and Advisory Committee proceedings, where project progress reports would also be delivered. In addition, several COPC faculty became standing members of two EC subcommittees relating to job linkages and neighborhood revitalization. By thus connecting EC efforts and COPC activity, ASU and the City of Phoenix developed an effective partnership that resulted in collaboration, communication and mutual assistance.

While the partnering experience between ASU and the City of Phoenix ultimately succeeded, several lessons were learned in the process. For one, the disparate cultures of the university and the bureaucracy at times made for communication gaps. There were instances when city staff resisted input from faculty because they felt it would be too "academic," and on the other hand, there were times when the faculty approach to research yielded information that was too broad to be helpful to specific program need. Another conflict arose in the perceived relationship between the City and COPC. On the whole, the City expressed its appreciation for the multi disciplinary nature of COPC, citing the fact that it could never afford to hire consultants who could bring that much depth to one neighborhood's problems. On the other hand, the temptation to treat faculty as if they were hired consultants, rather than independent agents, caused some friction between city staff and professors.

The most significant lesson the university learned, however, was that a good working relationship required a mutual level of trust, much like the dynamics required for neighborhood partnering. Once the City was confident ASU had both the insight and the ability to work effectively with community residents—and not at odds with the City's own neighborhood improvement agenda—a collaborative alliance developed. Staff followed through on commitments, supported and assisted important community events, and were vocal in their praise of COPC outreach activities. Perhaps the ASU COPC initially experienced difficulties with the city because its track record was unproven, and there had

been no previous urban outreach relationship to build upon. Nevertheless, the city's early response to COPC caused the university team to be introspective about the extent to which its public partner could be relied upon for support and involvement.

Engendering Neighborhood Empowerment—University Strengths and Weaknesses

Universities today assume many roles and responsibilities. While institutions of higher education generally exist to generate, transmit, apply and preserve knowledge, increasingly, they are called upon to do these things for the direct benefit of external audiences. In so doing, they are engaging in university outreach. Although such outreach is rooted in scholarship, for many, it is a deviation from academia's traditional mission. From this point of view, the COPC mandate to empower local residents with leadership and community development skills is a significant stretch from the primary role of higher education—and from what universities do best, *i.e.*, teaching and research. Consequently, it is legitimate to question a university's ability to succeed in this endeavor.

From the ASU COPC perspective, there is little doubt that success was achieved, but the experience was uneven for various team members, the concept of empowerment was not universally understood, and comfort levels for this type of work varied among faculty. As a result, the key lessons learned included:

Faculty Are Not Community Organizers

Given the 19-member group that composed the ASU COPC team, the range of expertise was considerable, but for most, urban neighborhood outreach was a new venture. Some faculty quickly perceived their roles as transmitters of knowledge, helping residents to better understand and address neighborhood problems. Others struggled, never quite making the connection as to how their expertise or research could empower residents with the skills needed to improve their community. On balance, most COPC faculty succeeded in applying their expertise to some form of empowerment activity, but the role was clearly out of the mainstream and required guidance from the more experienced practitioners of applied research and outreach. Any concerted effort to induce faculty out of the classroom and into the community should be preceded by mentoring or instruction in techniques to achieve the desired outreach goals.

Empowerment Is Labor Intensive

In order to achieve success, the ASU COPC effort required a commitment beyond the range of a typical research investigation. In large part, this was due both to the nature of the outreach, as well as the multi disciplinary composition of the team. As a result, faculty were required to spend considerable time in the community, facilitating or simply attending meetings, participating in clean-ups and fiestas, and performing field-based research. The

time demands were compounded by the fact that the Rio Vista neighborhood is a 22 mile round trip drive from the university, and many community events were held in the evening. This geographical "hurdle" required an intense commitment from faculty participants. Unlike many urban universities whose partnering neighborhoods are located nearby—in some cases even adjacent to campus, *e.g.*, Yale—the ASU/Rio Vista collaboration involved a lengthy commute each time a community event was held or an outreach endeavor undertaken. There was no such thing as a quick drop-in to visit a site or talk with a resident. Further time demands emanated from the COPC team meetings convened monthly to review issues and encourage integration among project activities. All of this work, of course, took place in addition to the teaching and other research and service commitments already held by faculty. Consequently, COPC required a significant investment of time and energy outside the confines of the university in order to achieve its empowerment goals. In retrospect, it is not clear that the time demands could have been lessened and the goals still attained. The lesson learned, then, is sobering as it relates to future multi disciplinary community/ university partnerships—success requires significant commitments of time, as well as participation in non-traditional academic activities. Residents seek reassurance that faculty interest is real beyond research and analysis, and as such, the "give and take" requires academics to demonstrate their willingness to become involved in the dynamics of the neighborhood. This may well elicit a negative reaction from some faculty who feel that if sweat equity is needed to insure community buy-in, then they would rather be counted out. As one professor stated, "If action research means doing more rummage sales on a Saturday morning, I just don't know..."

Concentrate on What Universities Do Best

Despite the obstacles cited, universities have real strengths that can influence empowerment objectives and community development goals. Foremost among them is the ability to provide technical assistance and expertise in an array of disciplines, thus providing residents with a range of resources that can be brought to bear on problems in their neighborhoods. Assembling a multi disciplinary team of university experts, as mandated by COPC, has the potential for unleashing innovative, comprehensive approaches to urban problem-solving. It can also bring an objective direction and a steadying influence to community capacity building. As neutral conveners of urban improvement efforts, faculty are in unique positions to remain above the conflicts that mark local politics and neighborhood control issues. Lastly, universities can provide the energy and vigor of student involvement. It's not just the number of students that can be turned out to staff a community service event that is important, but also the spirit and idealism they bring to an effort. Their positive attitudes contribute a spark that is infectious, spreading a sense of promise amid the distress that brands inner-city neighborhoods. In addition, participating in urban service projects can have an important impact on the personal growth, civic values and leadership development of these young adults. Student volunteerism was one of the hallmarks of the ASU COPC. Whether it was tutoring local elementary school children at-risk of failing or hauling garbage out of alleyways, ASU students contributed a freshness of purpose to the COPC effort and to the revitalization of the Rio Vista neighborhood.

VII. POTENTIAL FOR EXPANDING AND REPLICATING THE COPC MODEL

Any discussion of expanding or replicating the ASU COPC model must consider two key questions: Is it worth replicating, and if so, what will be required to sustain it?

Did COPC Succeed?

Ultimately, university/community partnerships will succeed or fail at the local level. Evaluations and benchmarking not withstanding, local residents, not federal authorities, academics or city officials, will determine project value and relevance. In the case of the ASU COPC, community feedback has been largely positive. Principal indicators have included:

- Continued attendance and involvement in neighborhood workshops and Block Watch activities;
- Emergence of community leaders willing and able to sustain community participation in Rio Vista;
- Institutionalization efforts surfacing as COPC activity nears its conclusion;
- Outpouring of neighborhood participation in COPC culminating event;
- Requests from additional neighborhood groups for COPC-like assistance from the university;
- Written and verbal confirmations of support from City of Phoenix staff and elected officials; and
- Recognition expressed by both COPC and EC Advisory Committee members of an effort that has resulted in multiple improvements to the physical and social fabric of the Rio Vista community.

On balance, the ASU COPC has proven its value to the neighborhood it sought to serve, and its success has been recognized and publicly acknowledged by both elected officials and community leaders. Sentiment is fairly uniform that ASU would be welcome to expand its partnering capabilities to other areas of the city. The earlier barriers and hesitancy displayed by city staff and some community representatives have dissipated, displaced by a general sense of approval regarding COPC accomplishments. Even without a formal evaluation in place, the progress experienced by the Rio Vista neighborhood is evident. New street lights illuminate the area; Block Watch signs and posters convey a sense of community unity; the ASU-sponsored tutoring program is filled to capacity; the Chavez School hosts well-attended, weekly adult education classes; periodic clean-ups have improved the locale's physical appearance; and, the new Community Care Center will provide a permanent meeting place for Rio Vista residents. These tangible improvements can be linked directly to ASU's efforts, and have resulted in widespread recognition of a successful community partnering endeavor. Requests for like-assistance in additional neighborhoods have been registered.

Requirements for Expansion

As a result, it appears that the ASU COPC model has passed the most important test, *i.e.*, it has been deemed successful by its community partners, and replication has been requested by

other neighborhood leaders. But requesting ASU outreach assistance, and actually having it delivered, are not inherent corollaries. Given the lessons learned from the COPC experience, sustaining a successful multi disciplinary university/community partnership will require certain elements to be in place, specifically, an appropriate organizational framework; the "right" mix of faculty expertise and outreach capability; university support and recognition, both financial *and* institutional; community trust; and, individual faculty commitment to the practice of applied scholarship.

This is a tall order. The ASU COPC succeeded because it had the financial backing of the HUD grant; it largely involved tenured faculty who could "take a chance" on devoting time to outreach activities; it proceeded cautiously and deliberately in its overtures to the community; it had a full time coordinator to oversee the wide range of activity undertaken; and, it had the benefit of being administered by the Morrison Institute for Public Policy, a multi disciplinary unit with extensive project management experience and a strong reputation in both the community and the university. Replicating the COPC experience would require most of these attributes to be in place. *Enhancing* the COPC experience would require that these elements, as well as the other lessons learned, be addressed. As a result, there are inherent, minimum criteria that must be in place for a COPC effort to succeed. In the absence of those variables, it is unlikely that the full potential of a university/community outreach partnership will be realized. More importantly, it would be unlikely for faculty to commit to a multi disciplinary applied effort without them.

Institutionalization

HUD's Community Outreach Partnership Center program represents a catalyst for harnessing the vast resources higher education can bring to bear on behalf of low-income communities and neighborhoods in distress. But like so many other federal programs whose histories have been short lived because of resource vagaries, COPC risks losing its effectiveness because of the "one-shot" nature of its funding. Coupled with the ambivalent response most universities harbor towards the support of applied scholarship, the longevity of COPC-like activity at campuses nationwide is suspect. How, then, can comprehensive outreach projects be maintained and sustained as a university priority? The answer appears to lie in the notion of institutionalization.

By institutionalization it is meant the continuation of COPC-type programs through access to secure and steady funding, coupled with recognition and support by university administration. This two-fold approach to institutionalization requires action—and commitment—at both the federal and campus levels. On the one hand, universities must initiate visible, clearly defined policies that acknowledge the value of outreach, or faculty will be reluctant to embrace such endeavors. On the other hand, without a reliable funding stream to underwrite such activity, there will be little for university administrators to recognize and reward.

This is not to say that the entire institutionalization fiscal burden must be carried by the federal government. The private and non-profit sectors have important roles to play, as do local civic leaders and potential neighborhood partners. Community well-being is both a concern and a responsibility of society at-large and as such, university outreach partnerships

should be encouraged and supported by multiple stakeholders. Nevertheless, having advanced the concept of university engagement in urban issues by creating COPCs, it is logical to assume that the federal government (principally, the U.S. Department of Housing and Urban Development) would maintain its role as the stimulus for funding these kinds of efforts.

Of course, institutionalization of COPC-type activity at any level can only occur if program goals are met and academic value is evident. The aim is to generate satisfied communities and professionally fulfilled faculty. The reality is COPCs—ASU's and others—are relatively new and largely unproven. While they appear to hold promise as an effective vehicle for encouraging university participation in addressing local urban problems, it may be premature to institutionalize commitments to sustain and expand them. More time is needed for existing COPCs to establish their merit in order to build the case for long-term institutionalization. Alternatively, without ongoing fiscal and administrative support, faculty will be hard pressed to contribute their efforts to multi disciplinary community partnerships. If that is the case, it will be difficult to build the track record needed to solicit fixed support for such endeavors. Consequently, it may well be incumbent for universities and HUD to seek a middle ground that provides sustenance for COPCs beyond the current three year limit. Such assistance would allow universities to refine, expand and/or replicate their outreach activities, thereby further solidifying support for institutionalizing COPC-type activities. In the process, both the university and the community would benefit from the increased partnering activity undertaken.

Appendix A

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Mr. Armando Gandarillo
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Rio Vista Neighborhood Partners:

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Ms. Guadalupe Baca, *resident and Chavez School staff*
Mr. Pablo Curiel, *César E. Chavez Community School Principal*
Mr. Joe Garcia, *Chavez School staff*
Ms. Barbara Ortega, *Chavez School Assistant Principal*
Ms. Luz Rios, *resident and community organizer*
Mr. Michael Rivera, *former Chavez School Principal*
Ms. Victoria Ramirez, *resident and PTSO President*
Ms. Mary Varela, *resident and Block Watch President*

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Mr. Bobby Ruiz, *Deputy Chief, Fire Department*
The Honorable Cody Williams, *City Council Member*
Ms. Karen Williams, *NSD*
Mr. Ed Zuercher, *City Manager's Office*

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* All advisory committee members are residents, business owners or professionals active in community improvement efforts directed at Phoenix' South Mountain and Central City Villages. They all also serve on Phoenix' Enterprise Community Steering Committee.

Appendix B

ASU COPC ARCHIVES

During the course of the two-year COPC effort, a plethora of documents, memorabilia and photographs were generated chronicling the numerous activities undertaken by this program. As a result, ASU has compiled two extensive notebooks of artifacts documenting COPC's history. Attached are copies of the notebooks' tables of contents indicating the breadth of materials collected. Please contact the ASU COPC coordinator if more information is desired concerning any of the materials referenced.

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Appendix C

FEEDBACK RECEIVED FROM COMMUNITY PARTNERS

COPC PROJECT ASSESSMENT - City of Phoenix

The City of Phoenix and Arizona State University have a history of cooperation that existed before the COPC project. COPC, however, has been key to cementing that relationship and creating new possibilities for City staff as they think about ways to tap into the powerful resource of ASU, its faculty and students.

One of the more important examples of institutional cooperation was the assistance provided by ASU/Morrison Institute in the City's Empowerment Zone/Enterprise Community application in 1994. The cooperation continues today on several projects, including an Executive-on-Loan Program and the newly-formed Violence Prevention Initiative.

POSITIVE INTERACTION

The award to Phoenix of the Enterprise Community grant created a natural forum for institutional cooperation between COPC and the EC. In many ways, the two projects became intertwined, with shared staff, citizen input and geography. This has been an important leveraging opportunity: the Rio Vista community could access EC funds and COPC expertise; the City could use the expertise of ASU faculty in pursuing important EC employment goals and in helping organize a central city neighborhood; and ASU could draw on EC-funded City staff resources in its COPC program areas.

The COPC project had a good foundation with its joint policy-making board with equal representation from the University and the community that provided leadership to the efforts. With senior faculty committed to the project and community representatives with exemplary leadership abilities, the project started with a solid foundation and developed to meet community needs. The COPC Advisory Subcommittee of the Enterprise Community Oversight Committee kept both the City and the University grounded in the needs of the community. It gave residents of the central city a connection to the ongoing grant work of the University and gave faculty a connection to the needs and perceptions of the central city.

A great success of the COPC efforts was to encourage the ASU faculty to develop service-learning projects that offered students learning opportunities and community-based service projects. It is easy to live in the Valley of the Sun for years and never visit some of the poorer, distressed neighborhoods of central Phoenix. Giving students the opportunity to appreciate the diversity of the City, and to understand the strengths and challenges that exist in older, central Phoenix neighborhoods, should not be underestimated. This happened through hands-on cleanup as well as through professional opportunities, such as the Joint Urban Design Studio Rio Vista Charrette which resulted in design options for the new César Chavez Community Center. Another example is the students taking ASU business courses, providing marketing and business operations assistance to individual minority-owned firms in the Central City and South Mountain planning villages. In addition, the Office of Student Life provided student volunteers to tutor César Chavez elementary school children.

With community capacity-building as a primary goal of the COPC project, the faculty was on target to provide specific resources to the César Chavez/Rio Vista community, such as student volunteers to participate in neighborhood cleanups and community events. Watching the growth of community involvement in the Rio Vista neighborhood was impressive, and was largely due to the attention paid by the ASU faculty and students. With this assistance in organizing the neighborhood, the City was able to leverage the time and energy of ASU faculty and students with the time of the area's neighborhood specialist to bring more attention to bear on the community than otherwise could have been provided. The goal of the City is fair and equal access to services. The challenging task is to help neighborhoods realize that they can have fair and equal access, and educating them to take advantage of available services. The work of the ASU staff and students was instrumental in bringing a new sense of hope and belonging to the neighborhood. The assistance with obtaining City Block Watch Grant funds to make a way for emerging leadership to begin to build a neighborhood association was a critical foundation to successful community organization. The tangible benefits, such as tutoring and English Language classes, for the residents of the community was a goal for the project from the start. Now that the groundwork has been laid, the community will have the ability to continue to seek fair and equal access to services, such as continued Block Watch grant funding and Mid-Block Street Lighting.

In terms of a lasting impact, the job linkage research from ASU Department of Geography on work patterns and commuting behavior of the South Mountain and Central City Village residents and nearby employers laid a foundation for an important new job linkage model. This research, matched with the City of Phoenix efforts with the Enterprise Community Job Linkage Committee, will provide new attempts to connect local residents to quality jobs. The work of ASU faculty and staff from the Morrison Institute was critical to the creation of the Job Linkage plan. This plan to attack systemic unemployment is perceived to be the most important legacy of the City's Enterprise Community Initiative. Morrison Institute staff will be key players in the execution of the pilot programs and their assessments. Without the assistance of ASU/Morrison Institute in this area, the City would have difficulty arriving at this comprehensive Job Linkage pilot effort in such a timely manner.

WHAT MIGHT HAVE WORKED BETTER?

Organizational capacity-building is a long-term goal for residents and needs to continue to be addressed. In hindsight, it would have been useful for the City and COPC to have a dialogue about long term resources needed for the neighborhood before the project started. The project could have strengthened the community organizing if the COPC leaders and City leaders had taken more time to discuss workable solutions to community problems and explored possible sources for funds needed to carry out such programs before raising any unrealistic expectations with the residents.

One layer of City decision making that might have been better explored is the City's Village Planning Committees. Although members of the South Mountain Village Planning Committee were on the EC committee, the Central City Committee itself could

have been more involved. An expansion of the oversight committee to include more members of the Central City could have been more beneficial.

Finally, this project re-emphasizes the need for clear, effective communication links. These were established for the most part. The interaction among Morrison Institute staff and City staff related to the Enterprise Community was outstanding. In some isolated instances, communication breakdowns did cause some misunderstandings. This happened on both the City's and ASU's part. However, the isolated examples were good reminders along the way for City staff and ASU to remain diligent in continuing the dialogue.

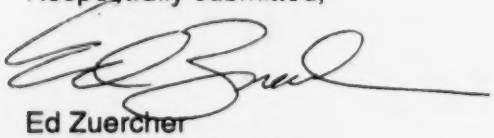
FUTURE CONSIDERATIONS

We are encouraged by the next phase of COPC, which includes the University's continued involvement in linking central City residents with available jobs, maintaining a tie to the Rio Vista community and developing a greater financial and organizational commitment to the community with their new Urban Fellows program. The favorable response by potential Urban Fellows candidates is a tremendous success for the COPC project. This effort will offer training and mentoring opportunities to community leaders which can only benefit the city and its neighborhoods. It is hoped that the University can continue an institutional commitment with the Urban Fellows program beyond one year.

Further, from the City's perspective, the value of community-based service-learning projects has been demonstrated effectively. It also seems desirable to follow this up with an institutional award system that rewards research that is community oriented. Finally, it is hoped that the University can continue to have organizational capacity-building for the Rio Vista/César Chavez Community as a primary goal and continue to build its link to the neighborhood.

The COPC programs has provided the City, particularly in its Enterprise Community Initiative, with invaluable partners and expertise. We believe that this is just a beginning to exciting links between the academic world of research and reflection, and the workaday world of neighborhoods and jobs. We look forward to continued opportunities to partner with our colleagues at ASU to help make Phoenix a better place to live.

Respectfully submitted,



Ed Zuercher
Management Assistant
EC/COPC Liaison
February 26, 1997

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COPC Final Report

February 4, 1997

Submitted by:
Mr. Michael Rivera, Principal
César E. Chavez Community School
Phoenix, Arizona

César E. Chavez Community School, in partnership with Arizona State University's Morrison Institute, entered into a joint effort of support during the Fall of 1995. Through this innovative joining of a public university and a public elementary school, a remarkable undertaking aimed at the empowerment and support of the Chavez community was conceived. This effort, while very local in nature, has potentially far reaching ramifications for public education in particular and for social support services in general.

The partnership, from its inception, was intended to facilitate and advance the community support efforts of Chavez School. The vision of the school is one of a "community center" serving the total needs of the children by supporting the efforts of the staff, parents, and community at large. The concept of "it takes an entire village to raise a child" is similar in philosophy to the new direction of the school. With the support of the Morrison Institute, the school staff was able to initiate regular community meetings with parents and concerned citizens to discuss the needs and concerns of the school and neighborhood.

The partnership was a great success for a number of reasons, not the least of which was the trust that began to develop as local residents began to see tangible changes occurring on their streets and in their school. Keep in mind the fact that for many staff members and residents numerous bureaucratic promises had failed to materialize. However, this partnership provided, in many instances, quick and concrete evidence of school and community agencies working together to address "their" needs. A key piece, significant to the success experienced during the year I was involved, concerned the strong effort to obtain meaningful input from local residents. Through the support and efforts of the Morrison Institute, Chavez School was able to conduct a number of community forums at which parents and community members shared the most: pressing concerns and issues affecting their lives and community. These forums resulted in a list of the most pressing issues the school and its partners would begin to address. Numerous community events and meetings brought the parents and residents of the Chavez neighborhood together in a manner that had not before occurred. Positive feelings and hope concerning neighborhood issues began to develop.

The number of partners involved with Chavez school during the 95/96 school year was phenomenal, to say the least. At the center of the effort was the Morrison Institute, facilitating the "Community School' process and working to ensure ongoing progress and follow-up, thereby helping to cultivate the trust between the community, the school, and the partners. If anything might have been improved that first year, it would be the communication and coordination of

efforts between and among the numerous individuals working to support the school and community. At times, the amount of activity and rapid change occurring was difficult to manage. More time to communicate and plan would have possibly avoided some of the misunderstandings and conflicts among the agencies and individuals involved.

The Chavez community realized an incredible number of support services, in part due to the community forums facilitated by COPC. It was at these forums that the community spoke and the school and partners listened. These forums were the vehicle that allowed the community to direct the "Community School" concept. These meetings were integral to the belief that Chavez School would serve as the center of its neighborhood, responding not to perceived need, but to real need as expressed and identified by the citizens themselves.

Without reservation, this type of partnership should be encouraged, supported and held up as a model for all schools, urban, suburban and rural. Changes in society, mounting pressures on families and children and a need to have schools viewed as a community resource all point to the need for collaborative partnerships such as this one!

E-Mail Communication from Lynn Timmons, City of Phoenix Grant's Coordinator, sent March 1997

Hi Toby - I wanted to respond to your invitation for comments on COPC. From my observation, the relationship between the city and ASU improved and strengthened over the 18 months of COPC. I know that the beginning was rocky, I think due to the submission being done with a minimum of city input and ownership. (And ugly local politics, which can always arise.) However, I think Morrison did an excellent job of pulling a team together that actually made a contribution to the inner city and its citizens. The job linkages effort will have some long-term effect on how we do business. I also think the Rio Rancho Neighborhood Assoc/block watch has COPC to thank for its existence. The student volunteer program appeared to be among the strongest components (I sent some information in case ASU wanted to continue it through applying for a Learn and Serve America grant).

There are still internal gaps within the City in terms of regular communication -- we struggled with remembering to copy you on internal EC E-mails; I'm not sure we had the strongest communication with Council and City Management as we might have.

I still think the loaned executive program ought to be better tied to COPC -- there are still too many "ad hoc" relationships between the City and ASU that don't seem to produce anything. I keep hearing about an inventory of ASU/City projects in progress -- but no one ever seems to finish it and distribute it. I think the City needs to make some definable long-term commitment to COPC (staff-wise or financially) to help carry it on beyond the grant period.

Take this for whatever it's worth. I am among the biggest Morrison fans -- so I look forward to your continuing to be involved in City programs and planning.

Can you send me some information on the April COPC conference? Are city staff invited as the COPC partner? Does anyone bring their city partners with them to the conferences?

Thanks.

Lynn

Appendix D

STUDENT COMMUNITY SERVICE

Community Outreach Partnership Center (COPC)
Faculty Report
Erin S. Murphy

Student Community Service

Over the past decade, there has been an increased awareness in the value of engaging college students in community service. Students who serve bring valuable resources to their community, in terms of time, energy and ideas, and they gain valuable experience, in terms of understanding different aspects of the community and processing information they learn from their classes. In 1995, Linda Sax and Alexander Astin with the Higher Education Research Institute reported that students who engaged in community service showed a higher level of "commitment to participating in community action programs, helping others in difficulty, participating in programs to clean up the environment, promoting racial understanding, and developing a meaningful philosophy of life." As more attention has been placed on the benefits of student service, the process of engaging students in service has become more refined and diversified.

Traditionally, students have participated in community service outside of course work, unless involved in an internship experience linked with service. Interest in co-curricular service continues to grow, and it has been joined with an awareness of the importance of linking service with learning. This awareness has evolved into a pedagogy called service-learning. Jacoby (1996) defines Service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning." Involving students through co-curricular service and service learning classes was an important component in working with the Rio Vista Community. Students served as tutors at the César Chavez Community school and as leaders and participants in two community clean-up efforts. Their input, energy, and willingness to learn was an asset to building a bridge between the university and the community.

Task 1: Student Outreach: Tutoring

In the Fall 1995, the César E. Chavez Community School opened on the site of its predecessor, the Rio Vista elementary school. The school, grades K-8, had a student population of approximately 620 students. With the new building, the Chavez administration introduced a new curriculum and a renewed emphasis on community partnerships. With the selection of the Rio Vista Neighborhood as a target for the COPC program, the Chavez school was a logical placement for the tutoring program and the Chavez administration welcomed this outreach effort. Approximately 96% of the student population was considered educationally at risk, and the school was eligible for Title I funding. Prior to the COPC project, there had been no formal tutoring outreach by Arizona State University.

The Chavez administration identified three areas of need within their student population: a) the need to improve proficiency in literacy and math for students not working at grade level; b) the need to improve skills with children for whom English was a second language; and c) the need to improve social skills: manners, conversation and the ability to work well with others. The tutoring outreach program was attractive to the Chavez administration because it could address some of these areas of need. The administration also identified the need for positive role models and an increased awareness of higher

education. They envisioned the college students involved in the tutoring acting as mentors and role models for the students.

Goals:

With the needs of the school identified, the goals of the student tutoring component were four-fold: a) to improve the learning of children educationally at risk and meet the needs identified by the Chavez administration; b) to educate ASU students on the issues that impact children and schools; c) to provide opportunities for crosscultural, multi-ethnic experiences and learning; and d) to engage suburban university students in service to the inner-city community.

METHODS USED TO ACHIEVE GOALS

Environment at the School

Located in the heart of a primarily Hispanic neighborhood in South-Central Phoenix, ninety-three percent of the Chavez student population was Hispanic. The language proficiency of the students ranged from monolingual Spanish to monolingual English. With the Title 1 funding, Chavez offered an after school tutoring program and a homework club, offered two days a week, generally clustered in 2-4 week sessions. Ninety-six percent of the student population was eligible for free or reduced lunch. With the move into the new building and the adoption of a new name, the Chavez administration also adopted a new instructional environment. The administration introduced new programs, including a non-graded/multi-age primary program, an integrated curriculum, and the use of whole language instruction within a bilingual/ bi literate context. In addition to the new curriculum, the building was wired for cable and modem lines to each classroom. The administration also brought a new attitude towards discipline, including the adoption of a dress code in the 1995-96 school year, and a uniform policy in the 1996-97 school year. There was an emphasis on parental involvement with the school, including a "parents as partners" program which emphasized parents responsibility in the educational progress of their students, Family night math and a new Parent Aide position, to employ parents as aides within the school.

Profile of the ASU Student Tutors

The ASU students involved in the tutoring program came from two specific service-learning classes: English 102/484 and the Mentoring Corps. In English 102/484, a first year composition course combined with a three credit internship, students used their experiences as tutors to develop topics for their English papers. In the Mentoring Corps, an upper-level course cross-listed between the departments of Communication, Women's Studies and Multicultural Education, students learned how to mentor in a cross-cultural setting while they served as tutors or as classroom assistants. The tutors from English 102/484 were primarily second semester freshmen or first semester sophomores, while the Mentoring Corps students were primarily upper-division students.

The English 102/484 and the Mentoring Corps students were combined to increase the number of ASU students available to begin the Chavez project. The administrators of each of these courses had experience in working with after-school tutoring programs through non-profit agencies. The English 102/484 had a unique program format, developed by Dr. Gay Brack, director of ASU's Service Learning Project, which was used by both courses. This program utilized graduate interns, who were present at the site when the tutoring was in session to monitor and assist the tutors as they worked with the children. This eliminated the need for the school to assign an instructor to monitor the tutors and provided support for the tutors as they grew through their experience.

The students from both courses tutored together Monday through Thursday from 2:00 p.m. - 4:00 p.m. in an after school program. The program was set up to allow each tutor to work one-on-one with a child. The Chavez school had a staggered release time, with children in grades K-2 released at 2:00 p.m. and grades 3-8 released at 3:00 p.m. This enabled the tutors to work for one hour with a younger child and then one hour with an older child. The first semester of the program, 15 ASU students were placed at the site, and they worked with 30 Chavez students. In the second semester, 20 ASU students worked with 40 Chavez students, and in the third semester 10 ASU students worked with 20 Chavez students. In addition to the ASU students involved in the after school program, there were ASU students involved as classroom assistants in the first and second semesters.

Training the ASU students for their role of tutor was a collaborative effort between the ASU program administrators and the Chavez administration. The students were trained in the basics on tutoring children through a consultant brought in by the English 102/484 Service Learning Program. This training included a brief look at child development theory, creative methods for teaching basic arithmetic and A•B•Cs, and general tips on motivating children to learn. The Chavez administration oriented the ASU students on the mission of the school, school procedure and guidelines, and their expectations of the tutors. Training and assistance was also provided by the graduate interns and the Chavez teachers throughout the semester.

Profile of the Chavez Students

The Chavez students involved in the tutoring were selected by their teachers based on aptitude test scores and grades and were placed in the program after permission was given by the parents. When the program was filled to capacity, remaining eligible students were placed on a waiting list. All tutors worked with the children on the basics: reading, writing and math; and bilingual tutors were placed with the Spanish speaking children. Both the tutors and the teachers at the school recognized that the children had to be willing to participate in the tutoring program. The teachers selected children who were attentive in the classroom and not prone to discipline problems, and the tutors worked to make the tutoring enjoyable by building time into each week to do something the child enjoyed. This ranged from coloring or having a story read, to looking through fashion magazines or playing basketball. These activities helped the children develop their social skills and created strong bonds between the child and the tutor.

Communication between the tutors and the teachers was crucial to the effectiveness of the program and was establish through notes and meetings with the teacher. As the program developed, the teachers were more willing to work with the tutors and occasionally visited the program offering advice to the tutor or requesting that a child be added to the program. The administration, the teachers and the parents reported improvements in the children's grades and attitudes towards school, when they participated in the tutoring program. Parents reported that their children felt more confident about school and talked positively about their school work.

A small number of ASU students from the Mentoring Corps served as classroom assistants. These students were placed with teachers who asked for assistance and their positions varied from working with an entire class, to working with a small group of children who needed help with a particular topic. These students learned about the needs of individual children and about the complexity of the issues in education, and were treated as partners in the classroom by the teachers. Each ASU student reported high levels of satisfaction with the classroom assistant experience and provided valuable insight to the students involved in the tutoring program.

As the tutors developed relationships with the children, they became invested in their success and expressed sadness at leaving at the end of the semester. Both classes discussed the issue of closure, and the ASU students were encouraged to be honest with the children about the end of each tutoring semester. Some of the students retained contact with the children and some stayed at the school until the end of the Chavez semester, which ended two weeks after the end of the ASU semester.

Lessons Learned

Consistency in the attendance of the children was one of the biggest challenges to the program. There were several factors affecting attendance. Because the program was after school, it was optional, and it competed with the school's sports program and the Parks and Recreation program the city introduced in the Spring 1996 semester. Some of the older children left the program because their parents needed them at home to watch younger children, and some children just lost interest. The graduate intern who managed the site worked with the teachers and administration of the school to combat the attrition. The teachers suggested placing peer groups together, clusters of friends, so that children would attend the tutoring together with their friends. The intern also worked with the coaches to release some children from practice, allowing them to attend tutoring on a half-time basis, thus allowing the child to be tutored, while still giving them an opportunity to be involved in the sports program. When children left the program, they were replaced by a child on the waiting list. Around the fourth week of each semester, a consistent base of students had been recruited and attendance problems were minimized.

Selecting a location for the tutoring program was a challenge and the location changed many times in the first two semesters. The program needed space to allow each tutor to work one-on-one with a child, and yet be in contact with the graduate intern. Tables and chairs or moveable desks were preferred over chairs alone. Space was also needed to maintain a productive noise level as each tutoring pair worked on different activities. There were very few areas in the school which allowed the type of interaction the tutors needed while maintaining a productive classroom atmosphere. Many of the larger areas in the school served other functions when classes were released. The library was used for staff and community meetings, the cafeteria doubled as the gym and was used for the sports program. The music and band rooms were used for a while, but they were not set up with desks and created a distracting atmosphere. One of the third grade teachers offered the use of his classroom, and by the third semester the program had settled into two classrooms in the same hall, keeping the location consistent and the noise and activity levels manageable.

One unforeseen issue was brought about by the change in the dress code. The Chavez administration, along with the Parent, Teacher, Student Organization (PTSO), implemented a stricter dress code in the Fall 1995 semester, to ease into a uniform policy in the 1996 -97 year. Many of the schools in the Phoenix area were grappling with the issue of mandatory uniforms, for reasons of safety, discipline and cost. This issue affected the tutoring program in two ways. Children who violated the dress code were subject to warning and then to expulsion, affecting some of the tutoring pairs. A request was made to keep these children in an in-school suspension program, rather than removing them from school, allowing a child already educationally at risk the benefit of consistent school attendance and tutoring. The second way the dress code affected the program was by raising the question of the tutors' dress. The tutors were asked not to wear jeans, jean shorts, tee-shirts with logos, sleeveless tops, halter tops, miniskirts, Tevas or thongs or anything too revealing. Although the tutors were given an explanation about the stricter dress code, and many of them supported the school in this move, some students found it hard to comply three days a week, citing expense a consideration since most of the students wore jeans or jean shorts to class on a regular basis. After some negotiation, the Chavez

administration relaxed their stance on jeans and jean shorts, and the students were advised to dress as role models for the children at the school.

In addition to the logistical issues, the tutoring program was one of many new programs introduced to the school in the 1995-96 academic year, and it had to compete for the attention of an administration and staff that had many new priorities. It was the first time the Chavez school had worked with ASU students in a formal outreach program and it was introduced on a very tight timeline. The tutoring began only three weeks after the first meeting between the Chavez administration and the English 102/484 and Mentoring Corps administrators. Although the program was designed to require minimal time from the school staff and administration, they still needed to recommend children for the program, provide an orientation for the tutors and send permission slips out to the parents. Once the program was up and running, the benefits became more apparent. Improvements were made in the communication links between the tutors and the teachers, giving the teachers the ability to talk directly with the tutors about the needs of the children. This not only benefitted the children being tutored but also served as a learning opportunity for the ASU students.

PLACE AND PROCESS

Recommendations for University-sponsored tutoring programs

Reciprocity and reflection distinguish service-learning from other forms of experiential education. Reciprocity ensures that the university and community partners connect as both teachers and learners, that each has something to offer and gain from the partnership. Reflection allows for the processing of the lessons learned through the act of serving in the context of the course material. Reflection can involve all entities involved in the service learning collaboration: the university administration, the site coordinators, the students, even those being served.

Reciprocity

Most service-learning initiatives engage many partners who share an investment in the outcomes of the program. The Chavez Tutoring program was no exception. Primary partners involved in shaping the program included the Chavez administration and teachers, the ASU program administrators, the ASU students, the Chavez students and their parents. The Chavez Administration was able to outline its interests and needs in an after school tutoring program: a program that would assist its students educationally and socially without increasing the workload of its staff. The Chavez administration was also very interested in providing role models for its students, to give the students a view of life at ASU and to have the students engage in conversations about career goals, social life and academic preparation. The ASU administrators were interested in providing a service to the community while creating an active learning environment for the ASU students. The students engaged as tutors were to write reflection papers on their experience and to learn about the social, cultural and interpersonal relationships between the neighborhood and the school. The ASU students came to the program, each with different expectations and goals, most looking for an opportunity to serve the community, some looking for an alternative learning experience. The Chavez students and their parents also had many different expectations and goals. Most were interested in tutoring for a specific purpose, to raise a grade, to be eligible for a sports team, or because of a recommendation from a teacher. Some of the children thought the tutoring program was fun and attended because they enjoyed the interaction with the ASU students. Each of these goals were realistic for the type of tutoring program established; they simply required a means of communication to ensure that each constituent was heard.

The clarification of goals and expectations with each constituent prior to beginning the tutoring program was important to establishing a reciprocal relationship. This was the first collaboration between the Chavez administration and the ASU administrators. This was also the first collaboration between the administrators of the English 102/484 and the Mentoring Corps, and each program had different goals and different methods for achieving those goals. Communication and compromise were two key elements in making the program work to meet the needs of the Chavez school. By bringing the two programs together to bring a significant number of ASU students to the Chavez campus, it strengthened the impact of the program on the community. By its third semester, the program had established a reputation with the parents, students, and teachers of the Chavez school.

Reflection

Reflection allows the participants of a service learning experience an opportunity to explore their thoughts and feelings as they expand their world view or idea of community. Reflection may occur spontaneously as students of a service learning experience absorb new information, but proponents of service learning stress that deliberate reflection opportunities must be built into service learning course structures.

The English 102/484 and the Mentoring Corps both addressed the use of a variety of reflection methods to share their experiences and insights. The students in the English 102/484 course communicated each week through entries on Electronic Forum. The students would respond to two questions a week and would be able to address each other's questions and observations. The Mentoring Corps students had time in class each week devoted to sharing their tutoring and classroom assistant experiences, and asking questions to the instructor and to each other. This opportunity to ask questions and to reflect on the experience was an important component to improving the quality of the tutoring and to increasing the learning and understanding of the ASU students. For the Mentoring Corps students, it was especially important in their discussions of cultural competence and multicultural classrooms, because each student was required to reflect upon their own life experiences and those of the children they tutored.

Task 2: Student Outreach: Co-Curricular Service Projects

Each semester over the past four years, ASU students have organized a single day of community service designed to introduce students to the needs of the community and to challenge students to serve on a regular basis. This service day was based on the "Into the Streets" model developed by Campus Outreach Opportunity League (COOL) and featured the five critical elements of thoughtful community service: Community Voice, Orientation and Training, Meaningful Action, Reflection and Evaluation. Each element requires the organizing team to create a relationship with the service agency and with the service volunteers. The elements were designed to ensure reciprocity between the service agencies and the service providers and to increase the awareness of service opportunities. Prior to the COPC grant, the students worked with individual non-profit agencies who had episodic needs that could be met within the confines of a single day. About fifty ASU students would participate in activities that would last for five to seven hours.

This has been a popular program for the students, but only marginally useful for the non-profit agencies. Many of the agencies participated to recruit students as volunteers and occasionally they would recruit one or two students to volunteer in their agency on a regular basis. Often the types of service the students provided in the one-day project was very different from that which the agency

needed on a regular basis. Many agencies could not take more than ten volunteers for the project, requiring the organizing team to provide multiple sites. The organizers of the "Into the Streets" program recognized the value of partnering with a neighborhood association which had the need for episodic work like graffiti removal or a community clean-up. The process of working directly with a neighborhood was not explored due to lack of access to neighborhood organizational groups. The COPC grant enabled the students to work directly with a members of a neighborhood in planning a single-day service activity by providing the access and the organizational capacity within the Rio Vista neighborhood.

Goals:

The goals for the co-curricular service projects were: a) to introduce ASU students to the issues and needs of the inner-city community, b) to establish a link of communication and service between ASU students and the members of the community and c) to involve students in the problem solving aspects of the COPC. Over the 19951996 Academic year, two major service projects were organized.

As an educational opportunity, the service introduced the students to the relevant community issues and provided a learning experience that challenged them to continue serving on a regular basis. The activities also served to enhance the community building work done by other COPC participants.

METHODS: USED TO ACHIEVE GOALS:

Community Voice: Organization at the Neighborhood Level

Projects involving the collaboration between students and community are best generated at the community level, even if the students are members of that community. Due to the work of Dr. Pat Jones and Dr. John Hall, the community had a forum for brainstorming possible issues they faced as a neighborhood. These ranged from the need for street lights to the need for adult education classes, but some of the concerns of the neighborhood fit into the parameters of an episodic project. There was an interest in beautifying the neighborhood through a massive clean-up effort. There was an interest in removing graffiti from around the neighborhood. There was an interest in providing trees for the new school. The new Chavez school did not have any landscaping because of a decision to use the landscaping budget to route plumbing and electricity to three buildings still standing from the old Chavez school. This brainstorm session provided the basis for the first clean-up effort. Victoria Ramirez, a former president of the Parent, Teacher, Student Organization (PTSO) and a parent aide at the school, volunteered to serve as a liaison for the school. Three Architecture faculty—John McIntosh, Kevin Kellogg, and Michael Dollin—provided technical assistance, resources and advisement from their experience working with similar projects in the Phoenix Valley area. Ron House, the facilities manager for the Chavez school, also provided materials, information and support.

When a decision was made to organize a service project, the student organizing team visited the PTSO meeting to schedule the date and to learn about the community. They asked for suggestions as well as shared ideas of what might occur on the day. This was educational for the students, because the meetings were conducted primarily in Spanish and included a range of participants from school administrators to parents to the community police officers. The ideas shared at the meetings gave the students an idea of how to shape the project.

Orientation and Training: Organization at the Student Level

The organization structure for the typical "Into the Streets" model includes students who serve as the organizing team to define the project and secure resources, students to serve as team leaders, who

are trained on the process of the day and recruit other students to participate, and student volunteers who participate in the day. Two students volunteered to lead the Fall 1995 service project and agreed to meet with their advisor and the Architecture faculty. The faculty took the students through a checklist of ideas culled from their combined experience, including changing the name from "Into the Streets" to something more positive for the community. The students changed the name to "Make A Difference Day," a name that would be as positive for the Rio Vista Community as for the ASU students. This initial meeting occurred about five weeks prior to the proposed date of the first project. This planning meeting also served as an organizational model for the second service day, which occurred the following March.

The organizing team had two tasks: to recruit and train students as team leaders, and to work out the logistics for the day. The recruitment of students as team leaders was primarily "word of mouth," although there was advertising in the student newspaper, fliers, and outreach to student organizations. Twenty-five team leaders were recruited. They attended an initial meeting about the activity and a training in the Rio Vista neighborhood, which provided the information they took back to the students they were charged with recruiting. Due to budget constraints, the transportation was coordinated by setting up a carpool structure. Each team leader was given the charge of recruiting five students to participate on their team. If the team leader did not personally have transportation, one of the team members was to have a car. Visiting the site prior to the service day was crucial for training the students on the activates that were to occur on the day and for giving the team leaders time to ask questions that other students might ask them. Michael Dollin co-facilitated the first training, giving the students guidance on safety concerns and teaching all of the team leaders how to properly plant trees. The organizing team had met with the PTSO prior to the site visit and were able to talk about the needs of the community and the issues that the service day would address. The second service day included many of the team leaders and volunteers from the first service day, but the tasks were different, so the second site visit focused primarily on the new tasks.

The logistics of the project included setting up the timeline for the day, planning the food and other incentives to recruit volunteers, and finding resources to offset the cost of the service. The students planned the day to last from 9:00 a.m. - 2:00 p.m., providing a light breakfast and a celebrative lunch to cap the event. The start time was suggested by the college students who acknowledged that more students would show up if the day began after 9:00 a.m. A list of possible transportation resources was developed, as transporting ASU students to the César Chavez campus, located 11 miles west of the university, was critical.

Meaningful Action:

Both days began with an opening speaker and an orientation. When the orientation was completed, the ASU students went out in teams to pre-assigned tasks. Community members, children, teachers and administrators from the school and members of the COPC team joined in the tasks. The tasks of the first service day included planting fifty mesquite trees around the school, cleaning up the neighborhood that bordered the school up to a block away, picking up trash that had drifted onto the school ground and planting wild flowers in the surrounding empty lots. The tasks of the second service day included painting the three community buildings left on site from the old Rio Vista School, the clean-up of surrounding empty lots and the new parents center, planting flowers in the school courtyard and removing graffiti from the school's interior. Close to 1:00 p.m., most of the teams were back at the school for a community meal. Lunch served on the first service day included hamburgers, hot dogs and veggie burgers grilled by the Chavez administration on the school grill. This was accompanied by vegetables donated by the local Pete's Fish and Chips and six foot subs donated by Subway. Lunch served on the second service day was provided by Carl's Jr. Hamburgers with a vegetarian option

provided by Smith's grocery. In both cases, the celebratory lunch was attended by ASU student and staff volunteers and Rio Vista residents. Each event served as an effective vehicle to conclude a successful community service effort involving the university and local citizens.

Conclusion

Although community and co-curricular service projects are gaining in prominence at university campuses nationwide, they are often complicated to initiate, coordinate and implement. More importantly, it also can be difficult to develop projects that feature the five critical elements of thoughtful community service, *i.e.*, community voice; orientation and training; meaningful action; reflection; and evaluation. The COPC project, however, afforded an environment in which such a project could be developed. The result, for both ASU and the residents of the Rio Vista neighborhood, were two community service initiatives from which each group of participants benefitted. The gains were both concrete and intangible. The neighborhood was visibly improved, while university faculty and students were provided a learning experience about community building in an area far removed from their daily frame of reference. At the same time, Rio Vista residents experienced their first interaction with representatives of the ASU community—an experience which was instrumental in laying the foundation for building the trust needed to accomplish the remainder of the COPC agenda.

Appendix E

"URBAN SURVIVAL"
Phoenix Fire Department's
Safety Prevention Program Curriculum
(Spanish Language Version)

"Urban Survival" Curriculum

The Phoenix Fire Department has developed a nationally recognized fire and life safety education program geared toward school-aged children. The extensive curriculum is designed to teach prompt and effective responses to fire and other safety hazards. Known as the Urban Survival program, it has been administered in area elementary schools for several years.

The absence of a Spanish-language version of the curriculum, however, has been of concern to both area residents and city officials. Under the auspices of ASU's COPC, the Urban Survival curriculum was translated into Spanish and piloted at the César E. Chavez Community School, located in COPC's Rio Vista target neighborhood.

Because of the voluminous materials associated with the curriculum, attached—in both Spanish and English—is an overview describing the program. For more information, contact either the ASU COPC Coordinator or the Phoenix Fire Department's Office of Community Involvement.

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Phoenix Fire Department

Urban Survival Curriculum Spanish Translation Project

Final Report

What is the Urban Survival Program?

The Urban Survival Elementary School Program was developed by the Phoenix Fire Department to teach children fire and life safety behaviors and to respond correctly when confronted with a fire or life safety emergency. A uniformed firefighter, trained as an Urban Survival Instructor, visits classes regularly to review subject matter presented in the curriculum.

Why was it developed?

The Urban Survival Elementary School Program is an expansion of the Learn Not to Burn (LNTB) Program which the Department began using in 1978. LNTB is a nationally recognized program designed by the National Fire Protection Association to educate children in fire safety and burn prevention.

The program has had an impact. There have been more than a dozen recorded "saves" in Phoenix by children whose lifesaving actions were directly attributable to the material presented through LNTB.

However, firefighters have noticed and expressed concern about the large numbers of children who received injuries not addressed in the LNTB program. Urban Survival was developed to expand the behaviors of fire safety to include life safety concerns, as reflected in the emergency medical service experience of the Department. To date, there have been 26 documented "saves" as a result of LNTB and Urban Survival classes being taught in Phoenix schools.

What are some topics covered in the Urban Survival Program?

Some of the life safety topics covered, in addition to fire safety include:

—Drowning awareness
—Pedestrian safety
—Bicycle safety
—Poisoning awareness
—Safe babysitting skills
—Gun safety
—Latchkey safety

These subject areas represent the major injuries responsible for deaths and disabling conditions to children.

Program Strengths and Weaknesses

The Urban Survival Program has enjoyed years of positive feedback from parents, teachers and school administrators. Injury prevention professionals have praised the concept of safety education taught in the schools and to the community at large. The Phoenix Fire Department has recruited bilingual firefighters to teach the curriculum to bilingual and monolingual (Spanish) children. This is an important facet of the program, in that injury rates among minorities are three to five times higher than for non-minority populations.

Although almost all educational handouts distributed by Phoenix Fire Department have been translated into Spanish, the Urban Survival Curriculum remained one of the few documents written in English only. Teachers, school administrators, and firefighters from across the Southwest as well as from Phoenix area have suggested translating the curriculum into Spanish. These professionals, who are fluent in Spanish, believed that the intent of important safety concepts would be clarified by teaching from a Spanish educational document.

To meet a growing number of requests from the bilingual community in Phoenix, the Phoenix Fire Department coordinated a project to translate the Urban Survival Curriculum into Spanish. This project was funded by the U.S. Department of Housing and Urban Development through the Morrison Institute at Arizona State University.

Testing Process

A pre-post test evaluation project was implemented at Caesar Chavez Elementary School, within the South Mountain and Central City village communities. Captain Dave Quintana, a Phoenix Fire Department "Firepal," teaches Urban Survival in Chavez school. He scheduled the pre-tests and post-tests with the school's administration. Pre-testing occurred on October 27, 1996. Post-testing was completed by December 19, 1996. The tests were administered to 3 fourth grade classes. Two of the classes are English speaking and one is monolingual (Spanish). A Spanish speaking member of the Phoenix Fire Department (non-firefighter) read the pre-test and post-test to all three classes for the children who could not read. A copy of the test is included with this report.

Although Chavez school personnel informed Captain Quintana that all 3 fourth grade classes were bilingual, it was discovered later that only one class of children was Spanish speaking. Because of this, the pre/post test project suffered a major setback. Any results would be extremely difficult to validate. Furthermore, the results of this project were to have been compared to an earlier evaluation of the Urban Survival Program which included bilingual instruction and its effectiveness. Because of the sample size of both groups and no control group, meaningful results were impossible to determine.

Overall, pre-test results showed an average test score of 55.6%. Post-test results revealed an overall average test score of 58.2%. This testing process was extremely limited in sample size and statistical methodology. Because of the limitations of time, sample size, and methodology, it is hoped that this pre-post test evaluation can be implemented again with more suitable conditions.

It should be noted that while translating an educational document may or may not increase a student's knowledge in a particular subject area, the benefits of implementing such a project are evident. The perception of cultural sensitivity, especially to a population with injury rates three to five times the national average, will be appreciated by educators and firefighters across the United States.

Accolades about the project have been almost purely anecdotal, but enthusiastic and positive in nature. Because the Urban Survival Curriculum has been translated into Spanish, lesson plans, handouts, and reference material can be shared with monolingual parents and members of the Spanish community. Increasing accessibility of injury prevention information to non-English speaking populations only enhances the programs implemented by fire and emergency service personnel across the country.

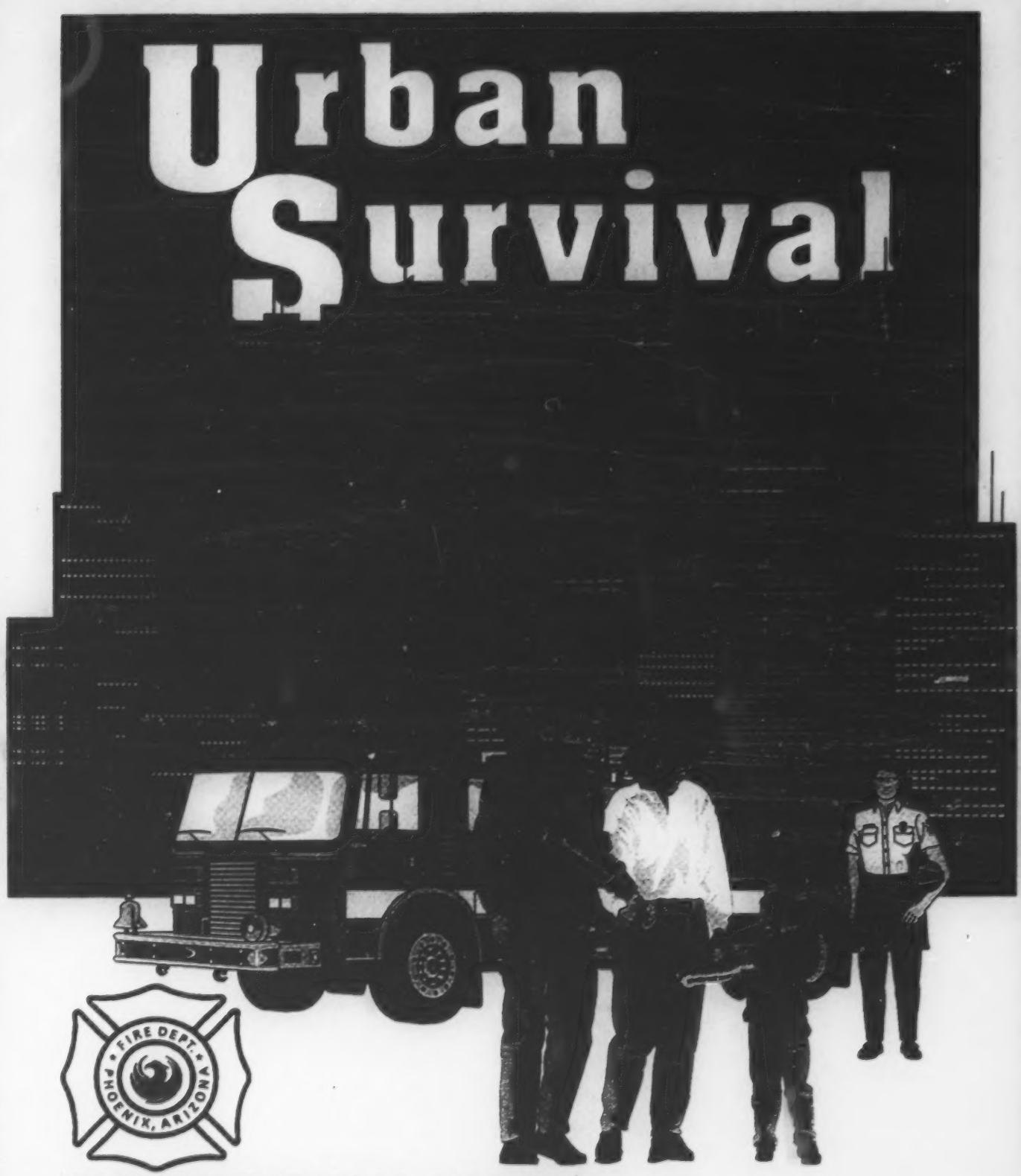
Distribution

The Phoenix Fire Department will provide the Spanish translation of the Urban Survival Curriculum to any agency or individual upon request. Cost of the document will cover printing and shipping costs only. The sale of the Urban Survival Curriculum is currently handled in a similar manner. Free copies will be provided upon request to the U.S. Department of Housing and Urban Development and to the Morrison Institute at Arizona State University.

Summary

Despite the challenges that can occur in coordinating special projects, the Phoenix Fire Department acknowledges and thanks Toby Kornreich of the Morrison Institute for her guidance and nurturing of this part of the COPC Grant. Her efforts and support are greatly appreciated.

Urban Survival



SUPERVIVENCIA URBANA

DEPARTAMENTO DE BOMBEROS
PHOENIX, ARIZONA

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UN PROGRAMA PARA LA SEGURIDAD DE VIDAS Y CONTRA INCENDIOS

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Para mayor información sobre el programa contacte al:

Phoenix Fire Department
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150 South 12th Street
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Dedicado al los hombres y mujeres quienes proveen servicios de emergencia y contra incendios y quienes diariamente arriesgan sus vidas.

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Introduction

Historical Perspective

The United States has a severe fire problem. Each year, fire causes over 3.5 billion dollars in property loss in residential structures. Over 6,000 people are killed and 28,000 injured. Eighty percent of fire deaths occur inside family residences. On any given day, an average of four children die from fire.

To curb deaths and injury from fire, the Phoenix Fire Department became involved in 1978 as a test site for the National Fire Protection Association's (NFPA) Learn-Not-to-Burn Program. Over the years with the help of school teachers across the city, the Department has provided valuable fire safety information through the Learn-Not-to-Burn program to thousands of Phoenix school children.

There have been 14 recorded "saves" since the program's inception. These involve school children whose lifesaving action was directly attributable to what they learned in the Learn-Not-to-Burn Program. In most instances, **it was the teachers**, not the firefighters, who provided the life safety information to youngsters.

These "saves" are testament to the success of fire safety education. The incidence of fire deaths and injury involving children in Phoenix is significantly below the national average. 7 percent of deaths in children ages 1 through 14 in the United States are caused from a fire or burn injury. In Arizona, only 1.5 percent of deaths in children ages 1 through 14 are caused from a fire or burn injury.

Learn-Not-to-Burn fire safety education works. The Urban Survival Program takes advantage of this success. A similar potential exists by having teachers and firefighters work in partnership to provide fire and life safety education through the use of the Urban Survival Curriculum to school children.

Program Goal

The Phoenix Fire Department is one of the most active fire departments in the country and responds to over 100,000 emergency incidents per year. The Department regularly responds to fires, medical emergencies, and handles unusual incidents such as hazardous material spills, swiftwater rescue, building collapse, trench rescue and mountain rescue. However, most calls involve medical emergencies.

Many of the Department's Learn-Not-to-Burn instructors, who work full-time in the field, teach children fire safety when off duty. They have expressed concern that many injuries and deaths, beyond those resulting from fire alone, could be prevented. In fact, over 80 percent of the calls firefighters respond to are medical emergencies, not fires.

The drowning of an infant...a motor vehicle accident injuring occupants who were not wearing seatbelts... an infant locked in a car in a supermarket parking lot...a child who drinks from a bottle of drain cleaner that resembles fruit punch. These are just some of the types of calls firefighters see on a day-to-day basis.

These instructors have been meeting together for almost two years to develop the new Urban Survival Program. This curriculum is a result of their effort.

The goal of the Urban Survival Program is to teach school children, adults, elderly and the disabled the skills necessary to protect themselves and their families by responding promptly and effectively when confronted with a fire or life safety hazard.

Program Goal (cont'd)

Some of the expanded life safety topics in the new Urban Survival Curriculum, in addition to fire safety include:

- Drowning Awareness
- Pedestrian Safety
- Bicycle Safety
- Accidental Poisoning Awareness
- Life Safe Babysitting Skills
- Use of a Fire Extinguisher
- Desert Survival
- Gun Safety
- CPR Awareness
- Pet Safety
- Outdoor Recreation Safety
- Latchkey Children
- Dangers of Construction Sites
- Basic First Aid

Course Description

The Phoenix Fire Department recommends that Urban Survival skills be taught throughout a child's life to help them react properly when faced with various hazards and emergencies. The placement of modules in the curriculum is based on two criteria:

- The dangers children face at various ages.
- Their ability to learn cognitive and practical skills.

As children grow, more information and skills are taught to match their developing cognitive and physical abilities. For example, a kindergartener is taught to have a smoke detector in the home and to periodically check it to make sure it "beeps." As a child reaches fourth grade, he can be instructed on where to locate smoke detectors in the home and how to properly maintain them.

The Urban Survival Curriculum is divided into four instructional levels and is color-coded as follows:

Level I:	(GradesK-2)	Sky Blue
Level II:	(Grades3-5)	Sedona Clay
Level III:	(Grades 6-8)	Cactus Plum
All Other Sections		Desert Sand

A three-ring binder is used so that changes, updates and additions can easily be made. The curriculum also has an appendix, glossary and an index.

The divider for each level has a Timetable, which recommends the modules to be taught or reviewed in different grades. The Timetable is a recommended guide for the teacher as determined by the Urban Survival Curriculum Review Committee, a group composed of firefighters, teachers and education specialists.

Each Urban Survival Skill Module contains the following information:

- Time Element
- Problem
- Solution
- Overview
- Module Competencies
- Background Information
- Lesson Plan
- Teaching Aids
- Suggested Activities
- Firefighter Reinforcement
- Resource Material
- References
- Module Appendix
- Module Evaluation

Each module describes the nature of the problem, the recommended solution, an overview and the module competencies (teaching objectives) to be achieved during instruction. Background information provides additional information for the teacher.

The Lesson Plan provides a comprehensive outline of the material to be covered. Teaching Aids suggest a list of equipment and supplies available from the Fire Department, and Suggested Activities provide various ideas on presenting the material.

Course Description (cont'd)

Firefighter Reinforcement lists activities that can be conducted by a firefighter, dubbed the school's "Fire Pal," during his visits to the classroom to reinforce material presented. Resource Material lists brochures, films, etc., which are available from the Fire Department. The Module Appendix includes additional material which the teacher may select to teach the class.

The Module Evaluation sheet provides the teacher with an evaluation tool and a place for suggestions for improvement. This card will be collected by the Fire Pal and used to improve the program.

The Role of the Teacher

The role of the teacher is vital to the success of the Urban Survival Program. It requires a commitment of time and resources which cannot be overlooked or unrecognized. With mandates by school district governing boards, and requirements by state and federal governments, teachers have become swamped with things to teach in the class.

The Phoenix Fire Department understands and sympathizes with the workload placed on teachers. That's why the Urban Survival Program is designed to be easily understood, flexible and simple to use. A full commitment to the Urban Survival Program means that the teacher will use the Urban Survival Curriculum to introduce about four modules and review about four modules during a school year. This involves teaching approximately one lesson per month.

To show our appreciation for their involvement in the Urban Survival Program, each teacher who presents eight hours of instruction to students during the school year will receive a Certificate of Commendation from the Fire Chief and a coffee mug emblazoned with the Phoenix Fire Department logo.

The Role of the Lead Teacher

The Lead Teacher represents their school and acts as a liaison between the school and the Fire Department. A description of the Lead Teacher's responsibilities is more fully explained in the "Lead Teacher's Handbook." His/her responsibilities include:

- Recruiting teachers to actively participate in the Urban Survival Program.
- Coordinating the activities of the school Fire Pal.
- Coordinating with the school Fire Pal the delivery of resource material to various classrooms.
- Notifying the Fire Department of any "lives saved" or "accidents avoided" as a result of the program.

The role of the Lead Teacher is very important. Because of their extra involvement, the Lead Teacher will receive a Fire Department T-shirt and will be allowed to ride-along on the fire engine with firefighters.

The Role of the Phoenix Fire Department

To assist the teacher in presenting various modules to children, a trained firefighter will visit the school throughout the school year. As the school "Fire Pal," he/she can be scheduled for classroom visits to review lessons learned with students and present activities which reinforce Urban Survival skills. The Fire Pal will also be available to talk to students on the playground and visit with them in the cafeteria.

The Fire Pal works closely with the Lead Teacher and brings materials to the school including handouts, video tapes and posters. He/she will schedule outside guest appearances. These include visits by organizations which have expertise in teaching topics such as pet safety, burn prevention, gun safety and poison awareness.

The Phoenix Fire Department has also developed a program entitled: "M.U.S.I.C.—Molding Urban Survival In Children." Teachers can also get students involved in the Urban Survival Program through music, arts and entertainment. With the help of firefighter/musicians, students can compose and sing their own fire and life safety songs, stage productions on topics such as pool safety and auto safety, and create puppet shows. This can also be arranged through the school Fire Pal.

The Role of the School and the Community

Fire and life safety is an integral part of growing up. Urban Survival education provides children with the knowledge of how to avoid disabling injuries, and what to do when an emergency occurs. The involvement of a school, its principal, and the PTA is critical to the success of the program.

To encourage school participation in the Urban Survival Program, the Phoenix Fire Department conducts a variety of year-round activities. Some of these may be scheduled through the school Fire Pal. They include:

- CPR instruction for teachers and parents
- Participation in the annual Firefighter Muster Event
- An Apparatus Display at school
- Media attention following a "save"

Summary

The Phoenix Fire Department's Urban Survival Program is destined for success! It is a joint partnership between the fire service and the educational community. It includes the involvement of teachers, firefighters, PTA members, and organizations such as Phoenix Children's Hospital, the Maricopa Medical Center Burn Unit, Shriners and Good Samaritan Poison Center.

Our goal is to make the program simple and effective. That's why many teachers and school administrators have participated in curriculum development. But we won't stop there. We Want Your Input!

One of the most important components of the Urban Survival Program is evaluation from you, the user. At the end of each module, you will find a Module Evaluation sheet. Write down how students performed and jot down suggestions which will help us make the program better. These will be collected by the Fire Pal and integrated into the Second Edition.

Thank you for participating in the Urban Survival Program!

Alan V. Brunacini, *Fire Chief*
Phoenix Fire Department

Phoenix Fire Department

Urban Survival Program

To the parents of_____,

Phoenix Fire Department is bringing a new, challenging program to our school. Is called the Urban Survival Program. The goal of the Urban Survival program is to "teach school children the skills necessary to protect themselves and their families by responding promptly and effectively when confronted with a fire or life safety hazard."

Some of the topics in the Urban Survival Program, in addition to fire safety, include:

- ▲ Drowning Awareness
- ▲ Pedestrian Safety
- ▲ Bicycle Safety
- ▲ Accidental Poisoning Awareness
- ▲ Life Safe Babysitting Skills
- ▲ Desert Survival
- ▲ Gun Safety
- ▲ CPR Awareness
- ▲ Pet Safety
- ▲ Outdoor Recreation Safety
- ▲ Latchkey Children
- ▲ Dangers of Construction Sites
- ▲ Basic First Aid

I will be teaching a variety of Urban Survival topics to your child over the school year. A firefighter, called the school "Fire Pal," will also visit the class frequently throughout the school year to talk with students and conduct activities which will reinforce the fire and life safety lessons learned.

Your child will soon come home with interesting stories to tell about the activities of this exciting program. They'll also share with you information they've learned in class.

If you would like to participate in this program, or would like to attend any of the classroom sessions, please give me a call.

Thank you.

Sincerely,

Thank you for participating in the Urban Survival Program!

Pro-Examen
Cuestionario De Supervivencia Urbana
Para Estudiantes

Por favor de llenar este cuestionario lo mejor que pueda. Si no sabe la respuesta a una pregunta, marque la que dice "no sé", no trate de adivinar la respuesta. Algunas preguntas parecen tener mas de una respuesta correcta. Marque solo una respuesta por cada pregunta.

Fecha _____

Escuela _____

Maestro(a) _____

5-4

Tú estás cuidando a tu hermano pequeño de 5 años después de salir de clases. Necesitas tomar las siguientes precauciones:

1. Puede él nadar sin ser observado?
   Si No

2. Puede él manejar su bicicleta sin su casco?
   Si No

3. Puede él abrir la puerta cuando alguien toca sin que alguien lo acompañe?
   Si No

4-1

4. Lo primero que debes hacer cuando te subes a un auto, camioneta o van es:

   a. Sentarte tranquilamente hasta que un adulto se suba al auto?
   b. Preguntar a donde vamos?
   c. Ponerte el cinturón de seguridad.
   d. No sé

5. Niños menores de 4 años necesitan viajar en asientos especiales dentro del auto.
   Si No

6. No es peligroso viajar en la parte trasera de las camionetas pick-up.
   Si No

7. Cuando tu auto está equipado con bolsa de aire, tú:

a. No tienes que ponerte el cinturón de seguridad.
b. Siempre debes ponerte el cinturón de seguridad.
c. No te lastimarás en caso de un choque.
d. Ambos, a y c
e. No sé

4-2

8. Los detectores de humo deben ser colocados:

a. Cerca de la puerta de enfrente y de la puerta de atrás.
b. Solo en la cocina
c. En todos los dormitorios de la casa.
d. No sé

9. Los detectores de humo deben ser:

a. Limpiados con un cepillo una vez al mes.
b. Probados una vez al mes, aplastando el boton que tienen enfrente.
c. Cambiados por uno nuevo cada año.
d. No sé

10. Tú debes llamar al 9-1-1- si:

a. Te caes y te raspas la rodilla y estas sangrando.
b. Tu hermano o tu hermana no regresan a tiempo a la casa.
c. Tu casa se está inundando con agua de tubo roto de un lavamanos.
d. Tu detector de humo suena, tú hueles algo, pero no ves fuego.

4-4

11. Si tú estas en la casa de un amigo(a) y él/ella te enseña una pistola, tú deberás:

a. Jugar con la pistola, solo es un juguete.
b. Decirle que la guarde, los niños no deben jugar con pistolas.
c. Alto - No la toques, salte de ahí y dile a un adulto.
d. Mirala y revisala, no está cargada.
e. No sé

12. Las únicas pistolas que son peligrosas, son:

a. Las pistolas BB.
b. Las armas de municiones
c. Los rifles y las pistolas.
d. Todas las pistolas.
e. No sé

13. Una persona puede ahogarse en un balde con líquido.
Si No

14. Una persona puede ahogarse en una tina de baño.
Si No

15. Una persona puede ahogarse en un lavabo.
Si No

16. Una persona puede ahogarse en un canal o en una zanja.
Si No

17. Tú estás en el lago con tus amigos y tus padres. Tus amigos estan hechandose clavados en el lago. Ellos quieren que tú hagas lo mismo. Tú:

a. Revisará que tan profunda esta el agua y luego te tirarás un clavado. Todos tus amigos lo hicieron.
b. Les dirás a tus padres que tus amigos se están tirando clavados en el lago.
c. Les dirás a tus amigos que no sabes como tirarte de clavado.
d. No sé

18. Tú estas en la alberga y ves a alguien flotando boca abajo en el agua. Tú deberás:

a. No preocuparte, solo esta jugando.
b. Llamar al 9-1-1, y luego encontrar un adulto.
c. Saltar al agua, tratar de sacarlo y luego llamar al 9-1-1.
d. No sé

3-2

19. Cuando un perro que tú no conoces se te viene acercando, tú deberás de:

a. Mirarlo directamente a los ojos y gritarle, VETE A TU CASA!
b. Correr rápido y avisarle a un adulto.
c. Mirar hacia abajo y alejarte, caminando despacio y luego avisarle a un adulto.
d. No sé

20. Tú debes dejar a tus animales viajar en la caja trasera de un pick-up.
Si No

21. Tú te puedes quemar si:

a. Enciendes cohetes en la parte trasera de tu casa.
b. Vas a ver una exhibición de fuegos pirotécnicos.
c. Juegas con objetos que producen chispas.
d. Ambos a y c
e. No sé

3-3

22. Durante las fiestas Navideñas, la mayor parte de los incendios son causados por:

a. Velas
b. Un árbol de Navidad seco
c. Niños jugando con cerillos
d. No sé

23. Para desechar tu árbol después de la Navidad debes cortarlo y quemarlo en la chimenea.

Si No

3-4

24. Si la alarma de incendios suena cuando estas en la escuela, debes de:

a. Salir del edificio lo mas pronto posible.
b. Detenerte, escuchar a tu maestra(o) y luego ir a la salida.
c. Recoger tus libros y posesiones y luego hacer fila y seguir a tu maestra(o) hacia afuera.

25. Si la alarma de incendios suena y estas en el baño, biblioteca o en el pasillo, sin tu maestra(o), tú deberás de:

a. Correr hasta tu salón de clase y buscar a tu maestra(o).
b. Buscar a un adulto y pedirle ayuda.
c. Salir del edificio y dirigirse al lugar especial en el que la maestra(o) indicó que se reunieran.
d. No sé

3-5

26. Si estas solo(a) en casa y suena el detector de humo, tú debes de:

a. Salir de la casa e ir con los vecinos a llamar al 9-1-1.
b. Apagar la alarma y llamar a tus padres.
c. Buscar y tomar a sus animalitos y luego salir de la casa.
d. No sé

27. Cuando tú estas solo(a) en casa y alguien llama por teléfono, tú deberás decirle:

a. Papá y mamá no están aquí, puedo tomar un mensaje?
b. Mamá esta durmiendo puede llamar mas tarde?
c. No debes contestar el teléfono si tus padres no estan ahí.
d. No sé

28. Si tú estas solo(a) en casa, despues de salir de la escuela y no tienes nada que hacer o tienes miedo, tú debes de:

a. Prender todas las luces y la T.V.
b. Sentarte afuera y buscar personas con quien placticar.
c. Llamar a tus amigos por teléfono.
d. Ambos a y c
e. No sé

K a 2

29. Si tu ropa se incendia, debes de:

a. Saltar para adentro de una alberca.
b. Quiterte tu ropa.
c. Alto, tirate al piso, tapate la cara y da vueltas.
d. No sé

30. Si tú estas durmiendo en tu cuarto, y suena el detector de humo, tú deberás:

a. Palpar la puerta con el dorso de tu mano y salir gateando de la casa.
b. Abrir la puerta y buscar las llamas. Luego salir corriendo de la casa.
c. Buscar a tus padres y luego salir caminando con mucho cuidado de la casa.
d. No sé

31. Tú debes usar un casco cuando:

a. Andas en patines
b. Paseas en bicicleta
c. Viajas en auto
d. Las dos, a y b
e. No sé

32. Si te encuentras cerillos o un encendedor debes:

a. Guardarlos, pero mantenerlos lejos de niños pequeñitos.
b. Tirarlos
c. Dárselos a un adulto
d. No sé

Preguntas Relacionadas Con El Comportamiento

33. Yo sé mi número de teléfono.
Si No

34. Yo sé mi dirección.
Si No

35. Yo me pongo mi cinturón de seguridad:

a. Siempre que voy en un vehículo de motor.
b. Casi siempre, pero no en viajes cortos.
c. Solo cuando alguien me lo acuerda.
d. Nunca

36.—La causa principal de lastimaduras en niños(as) de mi edad es:

a. Ser herido(a) de bala.
b. Ahogarse en una alberca.
c. Accidentes de automobiles.
d. Accidentes en bicicleta o patines.
e. Que una persona desconocida se los lleve.
f. Otra _____

37. Tengo cuantos detectores de humo en mi casa.

a. 1
b. 2
c. 3 o mas
d. Ninguno
e. No sé

Por favor de completar las siguientes frases:

38. Una persona extraña o desconocida es:

_____

_____

_____

39. La situación de emergencia que más miedo me dá es:

_____

_____

_____

40. Cuando me quedo solo(a) en casa después de la escuela, lo que hago siempre es:

_____

_____

_____

41. Lo bueno de tener un amigo bombero en las escuelas es:

_____

_____

_____

Gracias por participar en nuestra encuesta.

Hoja De Contestacion

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Escuela_____

Fecha_____

Maestra_____

1. Si No
2. Si No
3. Si No
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. Si No
14. Si No
15. Si No
16. Si No
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. Si No
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. Si No
34. Si No
35. _____
36. _____
37. _____

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